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AUTHOR McKay, Norlis
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ABSTRACT

The paper introduces issues regarding graduation of handicapped students. Modifications to graduation requirements include course substitutions; curricular, method, evaluation or materials modification; and additional time allotted for completion of the degree requirements. Requirements for graduation from Show Low High School are listed under the headings of English, science, math, social studies, physical education/body conditioning, business vocational, fine arts, consumer economics, U.S. history, government, electives, industrial arts, and electives. The bulk of the document is composed of lists of competencies arranged by levels within the following 13 areas: reading, spelling, language, writing and composition, math, U.S. history/government, science, personal and social skills, fine motor and perceptual skills, business vocation and consumer economics, health, leisure time activities, and fine arts appreciation. (CL)

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Rural Special Education Curriculum Issues

Competency-Based Curriculum Addressing Graduation and Grading Alternatives

Norlis McKay

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SHOW LOW SCHOOL DISTRICT

special education
MASTER CURRICULUM

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INTRODUCTION

With the advent of P.L. 94-142 and Section 504 of the Vocational Rehabilitation Act of 1973, the right of handicapped students to receive a regular high school diploma has emerged as a major issue that states and local districts must address. The Arizona State Board of Education has issued a policy statement (R7-2-301) which states that:

> ".....Students placed in special education classes, K-12, are eligible to receive the standard certificate of promotion or high school diploma without meeting state competency requirements, but reference to special education placement shall be placed on the student's transcript or permanent file."

Although the issue of the right to receive a regular diploma has been resolved by the state of Arizona, the task of establishing graduation requirements has been delegated to each school district. The State Board of Education regulation A.C.R.R. R7-2-301 provides:

> "..... the governing board of each school district shall be responsible for developing a course of study and graduation requirements for all children placed in special education programs in accordance with R7-2-401, et. seq....."

Court decisions, federal laws and state rules and regulations have clearly outlined the role of the local school district in providing a prescribed course of study for each handicapped student. Court decisions have also clearly established that it is the duty of every local school district to provide a high school diploma to those students who have completed a course of study prescribed by the school district. To provide something other than a regular diploma to those students whose prescribed course of study has included an Individualized Education Program (IEP) would be an act of discrimination based upon the handicapping conditions of the child.

All handicapped children do not necessarily require the same degree of modification of instruction or of the overall course of study. The degree of modification would, of course, depend upon severity of the handicap and should be viewed in a continuum fashion.

Some handicapped students can meet the existing graduation requirements that have been established for all students. Many students with speech, mobility, or health impairments are enrolled in regular education programs and are able to meet the regular criteria for graduation. These students will be considered regular students for the purposes of issuing a diploma.

Other handicapped students are also able to meet the regular graduation requirements, but due to their handicap, they meet these requirements in a manner different from their non-handicapped peers. There are at least three types of modifications which are available to enable these students to fulfill their graduation requirements. These modifications are designed to eliminate discriminatory effects without requiring districts to waive course or academic requirements. They include:

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(1) Course Substitution - Whenever a student's handicap makes participation in a course inappropriate, unduly difficult, or meaningless, another course should be substituted which satisfies the intent of the requirement;

(2) Curricular, Method, Evaluation or Materials Modification - The manner in which courses are conducted may have to be adjusted to accommodate a student's handicap;

(3) Additional Time Required for the Completion of Degree Requirements.(*1)

There are still other handicapped students who are unable to meet existing academic requirements for graduation. The educational needs of these students are so severe that the entire portion of their schooling requires specially designed instruction in a special education program. There are two options which allow special education students to compete for a diploma without sacrificing the value of the document:

(1) Develop Special Education Curricula that corresponds to Regular Curricular Areas;

(2) Base Standards on the IEP - Prescribed performance standards in basic skill areas.(*2)

IEP as a Non-Contract and Length of Service

When establishing promotion and graduation procedures and requirements for special education students, districts need to consider two issues. These include:

(1) The IEP as a non-contract, and

(2) Length of service to a special education student by a local school district.

Districts without policies and procedures for graduation for special education students have found themselves responsible for providing programs for students up to age 22 regardless of the appropriateness of this placement. Unless a district can document the requirements established for and met by a special education student, it can be held legally responsible for the education of that student up to his or her twenty-second birthday.

(*1) Midwest Regional Resource Center. Integrating secondary handicapped students into vocational and general education curriculums, Monograph 3: Grading and graduation requirements for the handicapped secondary student. Des Moines, Iowa: Midwest Regional Resource Center, 1980, pp 1-2.

(*2) Ibid., pp 2-3

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SHOW LOW HIGH SCHOOL

Requirements for Graduation

The following graduation requirements must be met before a student could be recommended for graduation from Show Low High School. The courses listed under each requirement are suggestions for those making the final decision to use when placing students in different classes.

The Graduation Plan will be developed in a multi-disciplinary conference at the beginning of the freshman year or when a student enrolls. The MDC committee will consist of a psychologist, Special Education teacher, counselor, parents, and student where applicable.

Basically the students years in Show Low High School will be mapped out so that all concerned will have an understanding of the courses to be taken and a time line for graduation.

Each year the students progress will be reviewed and corrections will be made to fit the progress of the student.

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English - 4 Credits

IEP Reading
IEP Spelling
IEP Language
IEP Written composition
Reg. - Freshman, Sophmore, Junior, Senior English (Regular)

Science - 2 Credits

IEP Science with life survival skills
IEP Health, Safety and Physical Education
reg. - Biology
reg. - General Science
reg. - Earth Science
Anatomy/psyiology

Math - 2 Credits

IEP Math
General Math
Consumer Math

Social Studies - 1 Credit

IEP Social Studies
IEP Personal & Social Skills - Intermediate and advanced
World Geography - Regular or Developmental
World History - Regualr or Developmental
Government - Regular or Developmental
U.S. History - Regular or Developmental

Physical Education / Body Conditioning - 1 Credit

IEP - Fine Motor & Perceptual Skills
IEP - Health, Safety, & Physical Education
IEP - Leisure Time Activities
Physical Education
Body Conditioning

Business Vocational - 1 Credit

IEP Math
IEP Personal & Social Skills - Intermediate & Advanced
IEP Pre-vocational & Career Education
Home Economics
Singles Survival
Marriage &Family/Child Development
Keyboarding

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Fine Arts - 1 Credit

IEP Leisure time Activities
IEP Fine Arts Appreciation
Ceramics
Choirs
Silk Screening
Beginning Art 1-2
Band

Concumer Economics - 1 Credit

IEP Personal & Social Skills - Intermediate & Advanced
IEP Pre-vocational & Career Ed.

U.S. History - 1 Credit

IEP Social Studies

Government - 1 Credit

IEP Social Studies

Electives - 7 Credits

Adult Survival Skills
Vocational Classes
Personal & Social Skills

Freshman Industrial Arts

Drafting	(9 weeks)
Wood Working	(9 weeks)
Welding	(9 weeks)
Auto	(9 weeks)

Electives

Library Science	Accounting
Spanish	Short Hand
Band	Diversified Ed.
Choir	Data Processing
Fine Arts	P.E. after 1st year
Business	Vocational Programs
Key Boarding	

IEP Personal & Social Skills
IEP Fine Motor & Perceptual Skills
IEP Pre-Vocational & Career Ed.
IEP Health, Safety, & Physical Education
IEP Leisure time activities
IEP Fine Arts

READING

1.0.0 - 1.11.15

1.0 READING

1.1.0 Demonstrates reading readiness

1.1.1 Names colors.

1.1.2 Matches shapes.

1.1.3 Distinguishes like and unlike objects.

1.1.4 Matches numerals.

1.1.5 Matches letters.

1.1.6 Distinguishes like and unlike numerals.

1.1.7 Distinguishes like and unlike letters.

1.1.8 Marks named picture(s) within a group of pictures.

1.1.9 Marks items requested in a sentence.

1.1.10 Demonstrates left-to-right reading movement.

1.1.11 Can distinguish between a word, a letter, and a sentence.

1.1.12 Can identify punctuation marks.

1.1.13 Can identify categories of words, i.e. "yellow" and "blue" are a category of colors.

1.1.14 Can identify words that rhyme.

1.1.15

1.1.16

1.2.0 Demonstrates knowledge of the alphabet.

1.2.1 Recites alphabet in proper sequence by rote.

1.2.2 Matches letters of the alphabet.

1.2.3 Finds letters of the alphabet.

1.2.4 Reads letters of the alphabet.

1.2.5 Identifies upper case letters in random order.

1.2.6 Identifies lower case letters in random order.

1.2.7 Pairs upper and lower case letters.

1.3.0 Develops a sight vocabulary.

1.3.1 Matches single words.

1.3.2 Finds single words.

1.3.3 Reads single words.

1.3.4 Matches two or more word phrases.

1.3.5 Finds two or more word phrases.

1.3.6 Reads two or more word phrases.

1.3.7 Matches words with pictures/objects.

1.3.8 Finds words with pictures/objects.

1.3.9 Reads words related to pictures/objects.

1.3.10 Matches words related to numbers.

1.3.11 Finds words related to numbers.

1.3.12 Reads words related to numbers.

1.3.13 Reads selection(s) of essential vocabulary words.

1.3.14 Reads selection(s) of functional words.

1.3.15

1.3.16

1.4.0 Utilizes a particular reading program.

1.4.1 Reads language-experience stories.

1.4.2 Reads words in series.

1.4.3

1.4.4

1.5.0 Demonstrates skills of phonetic analysis.

1.5.1 Reads aloud sounds of consonants.

1.5.2 Reads aloud sounds of vowels.

1.5.3 Reads aloud sounds of blends.

1.5.4 Reads aloud sounds of digraphs.

1.5.5 Reads aloud to blend consonants and vowels to form words.

1.5.6 Reads aloud to decode words.

1.5.7 Can identify silent consonant letters, i.e. "climb".

1.5.8 Can identify and "sound out" both short and long vowel sounds.

1.5.9 Can identify the sound of vowels followed by the consonant "r", i.e. the "a" in the word cart is changed by the "r" following it.

1.5.10 Can identify a group of vowels that has one (or more) vowel sounds i.e. "ea", "ou".

1.5.11

1.5.12

1.6.0 Demonstrates structural analysis skills.

1.6.1 Separates compound words into root words.

1.6.2 Separates prefixes from root words.

1.6.3 Separates suffixes from root words.

1.6.4 Gives plural forms.

1.6.5 Adds correct endings to words, doubling last consonant to make the past tense.

1.6.6 Adds correct endings to words by changing y to i.

1.6.7 Adds correct endings to words dropping final e.

1.6.8 Adds correct endings to words ending in f and fe.

1.6.9 Divides words into syllables.

1.6.10 Can identify words that show possession.

1.6.11 Can identify abbreviations of words.

1.6.12 Can identify contractions which are shortened forms of words that have been combined.

1.6.13

1.6.14

1.7.0 Uses clues in reading.

1.7.1 Uses picture clues for unknown words.

1.7.2 Uses configuration clues for remembering new words.

1.7.3 Sounds out unknown words.

1.7.4 Determines word meaning from context.

1.7.5 Can identify key words and phrases which lead to the main idea of a passage.

1.7.6

1.7.7

1.8.0 Uses Comprehension Skills.

1.8.1 Relates events of stories.

1.8.2 Relates steps in a process.

1.8.3 Identifies sequence of ideas or events.

1.8.4 Relates cause and effect relationships.

1.8.5 Distinguishes between statements of reality and unreality.

1.8.6 Relates anticipated outcomes.

1.8.7 Relates reactions and motives of story characters.

1.8.8 Draws inferences from reading materials.

1.8.9 Draws conclusions from reading materials.

1.8.10 States main idea of selection.

1.8.11 Summarizes.

1.8.12 Can distinguish between fact and opinion.

1.8.13 Can determine main idea that is inferred but not directly stated.

1.8.14 Can identify relevant and irrelevant information.

1.8.15 Demonstrates ability to follow written directions.

1.8.16

1.8.17

1.9.0 Reads silently.

1.9.1 Reads without lip movement.

1.9.2 Adjusts reading rate to type of reading material.

1.9.3 Adjusts reading rate to level of difficulty.

1.9.4 Adjusts reading rate to purpose for reading.

1.9.5

1.9.6

1.10.0 Demonstrates dictionary skills.

1.10.1 Alphabetizes by first letter.

1.10.2 Alphabetizes words.

1.10.3 Locates words in dictionary.

1.10.4 Pronounces words according to diacritical markings.

1.10.5 Locates homonyms.

1.10.6 Locates synonyms.

1.10.7 Locates antonyms.

1.10.8

1.10.9

1.11.0 Uses study skills.

1.11.1 Uses table of contents.

1.11.2 Employs index to locate information.

1.11.3 Uses encyclopedias/atlases/supplementary texts.

1.11.4 Locates headings and subheadings.

1.11.5 Uses reference materials.

1.11.6 Uses resource people.

1.11.7 Can use glossary to define unfamiliar words.

1.11.8 Demonstrates ability to read tables and schedules.

1.11.9 Demonstrates ability to read maps and diagrams.

1.11.10 Demonstrates ability to read charts and graphs.

1.11.11 Demonstrates ability to locate information in newspapers and magazines.

1.11.12 Demonstrates ability to adjust reading speed to fit the purpose for which a selection is read.

1.11.13 Uses skimming and scanning techniques to locate information.

1.11.14

1.11.15

SPELLING

2.0.0 - 2.3.4

2.0.0 SPELLING

2.1.0 Alphabet and sounds; hearing and writing.

When shown or dictated, one by one, the student is able to recognize and/or write:

2.1.1 Identify/writes the letters of the alphabet given in order.
2.1.2 Pronounces/writes the consonants as sounds; b,c,d,f,g,h,j,k.l, m,n,p,qu,r,s,t,v,w,x, y,z.
2.1.3 Pronounces/writes the vowels as sounds; a,e,i,o,u, and sometimes y.
2.1.4 Pronounces/writes consonant blends; bl, br, cl,cr,dr,dw,fl,fr,gl, gr,phr,pl,pr,sc,sch,scr,shr,sk,sl,sm,sn,sp,spl, spr,squ,st,str,sw,thr,tr,tw.
2,1,5 Pronounces/writes consonant digraphs; ch,ck,gh,ng,ph,sh,th,wh,cu.
2.1.6 Pronounces/writes diphthong;ow,oo,oi,ey,oy,au,ou,au,ew.
2.1.7 Pronounces/writes spellings representing consonant sounds; gn,kn, wr, dge.
2.1.8 Pronounces/writes spellings representing vowel sounds; igh,ee,ay, ea,ie,ei,ai,oa,oe,ui,ou,ow.
2.1.9 Pronounces/writes the "r"-controlled vowels; ar,or,er,ir,ur,wor,ear.
2.1.10 Pronounces/writes long vowel sounds; silent "e" at the end of a word (made, huge, kite.)
2.1.11 Pronounces/writes the short vowels within a VC or CVC pattern (at, mad, bet, it,kid, on,sod, mud, up.)

2.1.12

2.1.13

2.2.0 Spelling Words

After instruction student will be able to:

2.2.1 Spell orally and use in sentences 10 to 30 words per week from the Ayres Spelling List (or another good sequential list of spelling words.)*
2.2.2 Writes from dictation 10 to 30 words (same set of words as above) per week from the Ayres Spelling List (or other list.)
2.2.3 Writes from dictation sentences containing 10 to 30 words (same set) from the Ayres Spelling List (or another list) using proper capitalization, punctuation, and with legible writing.

2.3.0 Writing Syllables

2.3.1 Adds prefixes to basic words.
2.3.2 Adds suffixes to basic words (beginning with a vowel: er, est,y, ed, ing, able, ive,etc.) and (endings or suffixes beginning with a consonant: s,ly,ment,ness.)
2.3.3 Divide words into syllables.
2.3.4 Recognize/writes the following syllables: open (ro, de, spa,mu), closed (mel, ut,spen), VCE (ine,ope,ane,ete), "r"-controlled (por, gar,ter), diphthong (oin, coun, aug), long vowel (tain, rea, cei), and "le" (ble, cle, gle,ple.)

* Ayres Spelling List follows this page

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Ayres spelling list

List A-H

me
do
and
go
at
on
a
it
is
she
can
see
ren
the
in
so
no
now
man
ten
bed
top
he
you
will
we
an
my
up
last
not
us
am
good
little
ago
old
bad
red
of
be
but
this
all
your
you
out
time
may
into
him
today
look
did
like
six

boy
book
by
have
are
had
over
must
make
school
street
say
come
hand
ring
live
live
kill
late
let
big
mother
three
land
cold
hot
hat
child
ice
play
sea
see

List H

day
eat
sit
lot
box
belong
door
floor
yes
low
soft
stand
yard
bring
tell
love
ball
law
ask
just
gust
way
get

home
much
call
long
love
then
house
year
to
I
as
send
one
lone
alone
has
some
if
how
her
them
other
baby
well
about
men
man
for
ran
run
was
that
his
led
lay
apple
dog
bread
eats
food

List I

nine
face
miss
ride
rides
free
sick
got
north
white
spend
foot
feet
blow
blows

block
spring
plant
river
cut
song
sing
sang
sung
winter
stone
lake
lace
page
nice
end
fall
went
back
away
paper
put
each
soon
came
Sunday
show
Monday
moon
yet
find
give
new
letter
take
Mr.
after
thing
what
than
its
it's
very
or
thank
dear
west
sold
best
form
for
gave
alike
add
brave
corn
dance

dinner
doll
egg
looks
rich
zoo
zip
zero

List J

seven
forget
happy
noon
think
sister
cast
card
south
deep
inside
blue
post
town
stay
grand
outside
dark
band
game
boat
rest
east
son
sun
help
hard
race
cover
fire
wire
tire
age
gold
read
read
red
fine
cannot
May
may
line
left
ship
train
saw
pay

large
near
down
why
bill
want
girl
part
still
place
report
never
found
side
kind
life
here
car
word
every
under
most
made
said
say
work
our
more
when
from
form
wind
wind
print
air
fill
along
lost
name
room
hope
same
glad
with
mine
chair
forgot
girls
hand
meat
mouse
sits
store
supper

List K

became

brother
rain
keep
start
mail
male
female
eye
I
glass
party
upon
two
twin
twice
they
would
could
should
any
many
city
only
where
week
weak
first
sent
cent
mile
seem
see
even
without
afternoon
Friday
hour
our
wife
state
July
head
story
open
short
lady
reach
better
water
round
cost
price
become
class
horse
care
try

move
delay
pound
behind
around
burn
camp
bear
bare
clear
clean
spell
poor
finish
hurt
maybe
across
tonight
tenth
sir
these
those
club
seen
see
felt
full
fall
set
stamp
light
coming
come
night
pass
shut
easy
ease
birds
bone
cloud
garden
goose
knife
mouth
oak
peach
pole
queen
rope
season
space
stands
wagon
wheat
window

List L

catch
black
warm
unless
clothing
clothe
began
begin
begun
able
gone
to
done
do
suit
track
watch
dash
fell
fight
buy
by
stop
grant
walk
talk
balk
chalk
soap
news
new
small
war
summer
above
express
turn
lesson
half
father
anything
table
high
talks
June
right
write
wrote
date
road
rode
ride
March
march
next
indeed

our
herself
power
wish
because
cause
world
country
meet
meat
another
trip
list
people
ever
held
church
once
one
own
before
know
no
were
where
there
here
dead
leave
early
close
close
flower
flour
nothing
ground
lead
led
lead
such
many
morning
however
mind
shall
alone
order
third
push
point
within
body
belongs
cheese
feather
fence
honey
letters
orange

pocket
earn
shoes
shoe
stairs
stream
tiny
words

List M
trust
extra
dress
beside
teach
happen
begun
collect
file
provide
sight
stood
fix
fixed
born
goes
go
does
do
Tuesday
hold
drill
army
pretty
stole
income
bought
paid
laid
said
enter
railroad
unable
ticket
account
driven
real
recover
mountain
streamer
speak
past
might
contract
deal
almost
all
brought
less

event
off
of
true
truth
took
again
inform
both
heart
month
children
child
build
built
understand
follow
charge
says
say
member
case
while
also
return
office
great
Miss
miss
who
died
die
change
changing
wire
few
please
picture
pitcher
pitch
money
ready
omit
anyway
arithmetic
breakfast
freeze
broad
chance
climb
coffee
color
contains
daily
day
eagle
excuse
excuse
fancy

fasten
fast
flour
forest
gentle
holes
hotel
iron
living
live
monkey
noise
ocean
pencil
sew
sow
so
thread
thunder
tried
try

List N
except
aunt
ant
capture
wrote
write
else
bridge
offer
suffer
center
front
rule
carry
chain
death
learn
wonder
tire
pair
pear
pare
check
prove
inspect
heard
hear
itself
always
something
expect
need
thus
woman
women
young

fair
fare
dollar
evening
eve
plan
broke
feel
sure
sugar
least
sorry
press
God
god
teacher
November
subject
April
history
cause
study
himself
matter
use
thought
person
nor
or
January
mean
vote
court
copy
act
been
be
yesterday
among
question
quest
doctor
size
December
dozen
there
tax
number
October
reason
fifth
baking
bake
cheap
cheerful
chicken
driving
drive
echo
echoes

fairy
leather
linen
mixture
oyster
peace
rough
smoke
steal
strange
village
voice
voices

List O
eight
ate
afraid
uncle
rather
comfort
elect
aboard
jail
shed
retire
refuse
district
restrain
royal
objection
object
pleasure
measure
treasure
navy
fourth
four
population
proper
judge
weather
whether
worth
contain
figure
sudden
forty
four
fourth
fourteen
instead
throw
threw
personal
everything
rate
chief
perfect

second
slide
farther
duty
intend
quite
quit
quiet
none
knew
know
remain
direct
direction
appear
liberty
enough
fact
board
September
station
attend
between
public
music
picnic
friend
friends
during
endure
through
police
until
madam
truly
true
whole
hole
address
raise
August
struck
getting
get
don't
Thursday
Saturday
canoe
captain
cellar
clothe
covered
creature
curtain
declared
declare
distance
distant

explain
fields
floated
holiday
holy
lemon
lying
lie
mountains
nails
needle
nobody
oar
palace
penny
regular
repeats
reprove
sailor
sentence
shining
shine
surface
sweeping
sweeps
thief
waist
waste
waiting
weary
writing
writer
write

List P

spend
enjoy
awful
awe
usual
complaint
auto
vacation
beauty
beautiful
flight
travel
rapid
repair
trouble
double
entrance
importance
important
carried
carry
loss
fortune

empire
mayor
wait
beg
degree
prison
engine
visit
guest
guess
department
obtain
family
animal
favor
Mrs.
Mr.
Miss
husband
amount
human
view
election
elect
clerk
though
o'clock
support
does
goes
regard
escape
since
which
length
long
strength
strong
destroy
newspaper
daughter
naughty
caught
taught
answer
reply
oblige
sail
sale
cities
city
known
know
several
desire
nearly
basin
butcher

button
cabbage
careful
laugh
laughter
cough
cousin
dollars
freeze
grief
guilty
hopping
hop
hungry
kitchen
language
lining
line
nephew
nineteen
noticed
notice
parlor
passengers
queer
remained
retreating
style
subtract
tailor
thumb
tills
trails
twelve
voyage
whisper
wrong

List Q

sometimes
declare
engage
final
terrible
surprise
period
addition
employ
property
select
connection
connect
firm
region
religion
convict
private
command

debate
crowd
factory
publish
represent
term
section
relative
relate
progress
progress
entire
president
preside
measure
famous
fame
serve
estate
remember
either
effort
important
importance
due
dew
include
running
run
allow
position
field
ledge
claim
primary
result
Saturday
appoint
information
whom
who
arrest
themselves
self
calves
calf
halves
half
special
especially
present
present
action
act
justice
just
gentleman
gentle

enclose
await
suppose
wonderful
forward
backward
toward
although
prompt
attempt
whose
who
statement
state
perhaps
their
they
imprison
written
writ
arrange
ankle
appears
beggar
beg
bracelet
brace
breathe
breath
calm
circus
consented
continued
continue
dangerous
debt
dried
dry
exercise
grammar
Indian
journey'
courage
journal
laid
lay
praise
properly
searched
smooth
thirteen
touch
towel
umbrella
veal
weapon

List R

forenoon
before
lose
loose
loss
combination
combine
avenue
neighbor
weigh
wear
entertain
salary
visitor
visit
publication
machine
engine
success
drown
adopt
secure
honor
promise
wreck
prepare
vessel
busy
prefer
preference
illustrate
illustration
different
differ
object
provision
according
already
attention
education
director
direct
purpose
common
diamond
together
convention
increase
manner
feature
article
service
serve
injure
injury
effect
distribute

general
tomorrow
consider
against
again
gain
complete
search
popular
Christmas
Christ
interest
advice
advise
American
America
bargain
choose
cocoa
collar
debts
disaster
enemy
fierce
janitor
lawyer
patient
patience
piano
pianos
pianist
pickles
pickle
prisoner
release
resign
reveal
sleeve
soldier
stopping
stop
sword
tobacco
treason
tomato
tomatoes

List S

often
stopped
stop
motion
theater
improvement
improve
century
cent
total

mention
arrive
supply
assist
difference
examination
examine
particular
affair
course
coarse
neither
local
marriage
marry
carriage
carry
further
serious
doubt
condition
government
govern
opinion
onion
union
familiar
behavior
companion
million
peculiar
believe
system
possible
possibly
piece
peace
certain
witness
investigate
therefore
before
too
two
to
anxious
canvas
ceiling
celery
salary
certainly
college
comrade
concert
decided
decide
design
dictionary

elephant
fertile
frightened
gallows
grocery
handkerchief
listened
morsel
nickel
niece
pistols
purchased
purchase
quarrel
recess
saucer
sleigh
society
source
speech
steak
telephone
trolley
whistle

List T

circular
circle
argue
volume
organize
summon
official
officer
office
victim
estimate
accident
invitation
invite
accept
impossible
concern
automobile
associate
association
various
vary
very
decide
decision
entitle
political
national
nation
recent

business
busy
refer
minute
ought
absence
absent
conference
confer
Wednesday
really
real
celebration
folks
folk
aches
ache
amusement
approval
approve
banana
biscuits
bruised
bruise
burglar
changeable
chimney
choir
commence
compete
deceive
discoveries
electricity
error
err
exceptions
favorite
genuine
handful
hymn
investigation
lilies
lily
liquor
medal
medicine
ninety
realize
reign
severe
slipped
slip
sneeze
stationary
stationery
stomach
straight
succeed

telegram
whistling
whistle
wholesome
wreath
wrestle

ListU

meant
mean
earliest
early
whether
distinguish
consideration
colonies
colony
colonial
assure
sure
relief
occupy
probably
probable
foreign
expense
responsible
response
beginning
begin
application
apply
difficulty
difficult
scene
scenery
science
scissors
descend
ascend
descent
ascent
finally
final
develop
envelop
envelope
circumstance
circumference
circle
issue
tissue
material
suggest
mere
senate
senator
senatorial

receive
respectfully
respectful
respect
agreement
agree
unfortunate
majority
major
elaborate
citizen
city
necessary
necessity
divide
achieves
achieve
acquire
almanac
ancient
apiece
approaches
attorney
bouquet
calculation
ceremony
concealed
delicious
described
describe
disappear
dropped
drop
elegant
emperor
excellent
excel
grateful
heir
hoarse
icicle
ignorance
ignorant
ignore
interfere
interference
musician
neutral
patience
pigeons
rehearse
reverence
reverent
revere
saucy
siege
vegetable
veal

wretch

List V

principal
principle
testimony
discussion
discuss
arrangement
arrange
reference
refer
evidence
experience
session
secretary
career
height
weight
apparent
aritillery
campaign
cereal
columns
desirable
desire
extreme
hominy
imagine
image
independent
individual
innocent
leisure
license
magnificent
mosquito
mysterious
occasion
prairie
relieve
sacrifice
sensible
sense
solemn
tying
tie
valise
Volunteer
welfare
yacht

List W

organization
orgainze
emergency
appreciate
sincerely
sincere
athletic
athlete
extreme
practical
proceed
cordially
cordial
character
act
separate
Fevruary
library
immediate
convenient
receipt
preliminary
disappoint
especially
special
annual
committee
employee
coffee
antique
bicycle
triangle
calendar
consequence
disease
fatigue
foreigners
grease
isthmus
nonsense
resources
resource
Vehicle
vicinity
architecture
artificial
beneficial
benefit
colonel
confectionery
contagious
development
develop
distillery
distill
employees
exquisite
intelligent
mistletoe
opportunity
opportune
persevre
reproached
rinsed
rinse
treachery

List X

decision
decide
accommodate
accuracy
counterfeit
dessert
desert
digestible
digest
immense
leopard
marmalade
millionaire
mucilage
orchestra
parliament
perceived
perceive
possess
precipice
precipitous
recommend
resemblance
resemble
restaurant
seized
seize
superintendent
surgeon
thoroughly

List Y

judgement
judge
allege
allegiance
acquaintance
cemetery
eliminate
endeavor
enthusiasm
extraordinary
millinery
milliner
mortgage
parallel
physician
porcelain
recipe
syllables
syllable
tortoise
apologize
appropriate
cauliflower
chandelier
discipline
dispensary
dispensation
fatiquing
fatigue
immediately
kerosene
menagerie
municipal
mischievous
mischief
persistence
privilege
sufficiently
vaguely
vague

List Z

combustible
guarantee
incessant
occurrence
proficiency
proficient
villain
abyss
cantaloupe
embarrassment
embarrass
poultice
sovereign
syndicate
appendicitis
chauffeur
hippopotamus
maneuver
neutral
Europe
pneumonia
liertenant
miscellaneous
penitentiary
souvenir
hallelujahs
flammable
rhinocerous
rhapsody
rheumatic
conscientious
discernible
dissension
jardiniere
chandelier
financier
haphtha
rendezvous

LANGUAGE

3.0.0 - 3.2.18

3. LANGUAGE

3.1 Receptive Language *

3.1.1. Interrupts activity to listen and look in direction of speaker.

3.1.2. Stops activity when asked.

3.1.3. Stays in eye contact when spoken to.

3.1.4. Identifies common sounds such as: animal, musical, outdoor, or household sounds, and associates them with the proper area.

3.1.5. Distinguishes between loud and soft sounds, high and low pitched sounds, near and far sounds, and identifies emergency sounds (police siren, fire bell, etc.)

3.1.6. Follows a simple one-to-three word command: shut the door, please come here.

3.1.7. Provides personal information: (name, age, address) to the teacher's satisfaction.

3.1.8. Identifies directions: up, down, right, left.

3.1.9. Identifies common objects verbally.

3.1.10. Responds correctly when given a command of two related tasks (get your folder and sit down quietly).

3.1.11. Performs three unrelated tasks (touch your nose, turn around three times, and run to the door) in the designated sequence.

3.1.12. Discriminates number of syllables in a word by knocking once for each syllable as they are said.

3.1.13. Follows a simple schedule. (Go to the nurse's office and meet the class at the gym.)

3.1.14. Orients him/herself on the school grounds and knows how to ask for information at the office.

3.1.15. Follows a more complex schedule going from one classroom to another every period without becoming disoriented.

3.1.16. Follows directions given a simple diagram or map of a familiar area.

3.1.17. Follows all regular classroom instructions independently and asks for directions to be repeated if they are not clear.

3.2 Expressive Language**

3.2.1. Discriminates between loud/soft oral sounds.

3.2.2. Points to pictures, objects on verbal cues.

3.2.3. Imitates the vowel and consonant sounds correctly.

3.2.4. Repeats the sounds of one-syllable nonsense words and CVC combinations.

3.2.5. Repeats multisyllabic words correctly.

*NOTE: For a complete handbook of exercises for language processing, see "HELP". by Iazzari and Peters, Lingui Systems.

3.2.6. Volùnteers single word answers or phrases: yes, no, verbs, pronouns (me, mine, my).

3.2.7. Vocalizes pleasure/pain feelings.

3.2.8. Repeats a phrase or short sentence.

3.2.9. Uses nouns with articles, adjectives, and expresses quanity.

3.2.10. When ask a question answers appropriately. (What is your mother's or father's name?)

3.2.11. Volunteers ideas in understandable phrases and sentences.

3.2.12. Speaks in sentences that contain grammatical elements in proper sequence. (article, noun, verb)

3.2.13. Uses pronouns appropriately (him, he, his, her, she, you, your).

3.2.14. Uses appropriate loodness and pitch in speaking.

3.2.15. Volunteers information in two and more consecutive sentences.

3.2.16. Relays a message given orally.

3.2.17. Speaks without excessive repetition, facial or body tension.

3.2.18. Asks questions using is, have, wh- in correct syntactical order.

WRITING AND COMPOSITION

4.0.0 - 4.4.16

4. WRITING AND COMPOSITION

4.1. Manuscript

4.1.1. Traces and cuts geometric shapes.

4.1.2. Connects dots to form unbroken line.

4.1.3. Draws an unbroken line between parallel lines without touching the lines.

4.1.4. Connects two points to form straight line.

4.1.5. Holds pencil, crayon or chalk correctly.

4.1.6. Holds scissors correctly.

4.1.7. Copies geometric forms, copies name.

4.1.8. Draws pictures of self, home, nature.

4.1.9. Makes connecting circles starting at 2:00 after being given a "a clock lesson."

4.1.10. Cuts with scissors following a line.

4.1.11. Traces "clock letters" starting at 2:00.
a c d f g c q s

4.1.12. Traces "line letters" starting at top
b h i j k l m n p r t u v w x y
and finishing without lifting the pencil. Except cross-t.

4.1.13. Traces e (begin at 3:00) and $\vec{Z}$ (begin at mid-line).

4.1.14. Traces name, numbers and upper-case letters.

4.1.15. Prints name independently.

4.1.16. Copies words, numbers, and simple sentences using clock and line rules.

4.1.17. Copies address, telephone, parents' names.

4.1.18. Prints single clock and line letters on sound cues. (not letter names)

4.1.19. Writes numbers on cue using clock/line rules.

4.1.20. Dictates a five sentence story and copies it to the teacher's satisfaction.

4.1.21. Uses correct spacing between letters and words when writing assignments.

4.1.22. Prints CVC patterns for all short vowels on cue: bat, bet, bit, got, but, etc.

4.1.23. Writes independently a three sentence story spelling the words phonetically.

4.1.24. Writes independently a seven sentence story spelling the words phonetically.

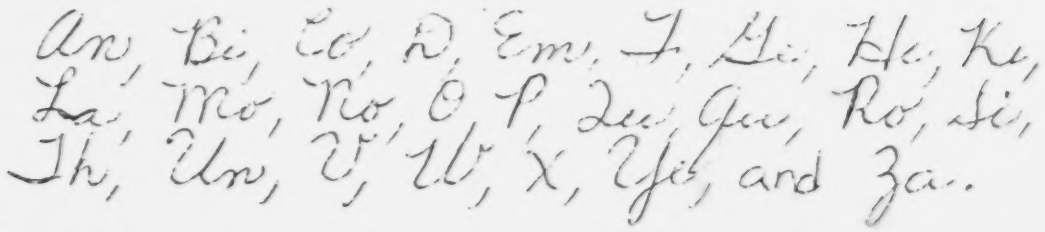
4.1.25.

4.1.26.

4. WRITING AND COMPOSITION

4.2. Cursive

4.2.1. Copies the connected and unconnected capitals:



4.2.2. Writes cursive capitals on cue from the letter sound.

4.2.3. Demonstrates proper spacing and size between letters and words. Tall letters are twice as high as short letters; all round letters are the same size.

4.2.4. Writes a paragraph showing sufficient mastery of the above.

4.2.5. Writes fluidly and is relaxed.

4.3. Punctuation and Capitalization

4.3.1. Capitalizes names, places, beginnings of sentences and pronoun "I" independently in creative writing exercises of 5-7 sentences.

4.3.2. Masters the use of the period at the end of a sentence and after abbreviations.

4.3.3. Uses a question mark after interrogatives in assigned writing exercises.

4.3.4. Uses an exclamation mark to show emphasis.

4.3.5. Uses an apostrophe correctly to show possessions, singular and plural, in exercises.

4.3.6. Masters the use of the apostrophe in all contractions (I'm, you're, etc.)

4.3.7. Demonstrates consistent appropriate use of the comma to set off listings and phrases within sentences in assigned exercises.

4.3.8. Demonstrates the use of the colon in a sentence that lists items.

4.3.9. Demonstrates the use of the semi-colon as dividing a compound sentence or between listed items following a colon.

4.3.10.

4.3.11.

From Manuscript to Cursive -- Lower Case

Trace

a b c d e f g h i j k l m n o p q r s t u v w x y z

Copy

Trace

a c d g h i j l m n o p q u t u v w x y

Copy

Trace	Copy
b b	
e e	
f f	
k k	
r r	
s s	
z z	
v v	
w w	
q q	
j j	
y y	
qu qu	

Begin at 2 o'clock

8^2

9^2

0^2

Begin at top with a line

1

4

$10\frac{5}{8}$

6

7

Begin at 10 o'clock

$11\frac{2}{8}$

$11\frac{3}{8}$

1 2 3 4 5 6 7 8 9 10

4. WRITING AND COMPOSITION

4.4. Composition

4.4.1. Writes five sentences in cursive demonstrating grade-level facility.

4.4.2. Writes a paragraph in cursive using correct capitalization and punctuation. (. ? !)

4.4.3. Restates in writing a simple idea in own words.

4.4.4. Demonstrates ability to compose a five sentence paragraph using capitalization and punctuation correctly.

4.4.5. Gives a title to a story.

4.4.6. uses commas and apostrophes appropriately.

4.4.7. Writes in own words using correct punctuation and capitalization a short written paragraph.

4.4.8. Writes a short report describing a story.

4.4.9. Writes the title, author's name and describes the plot, giving the appropriate sequence of events after having read a story.

4.4.10. Uses the table of contents and index, headings and sub-headings to locate a specific topic.

4.4.11. Uses reference materials (with help), organizes and outlines information, and writes a research paper listing sources used.

4.4.12. Produces an assigned research project using community resource; demonstrates the ability to research, organize, outline and write a coherent report.

4.4.13. Produces a research paper using reference materials and listing sources found in the library to the satisfaction of the teacher.

4.4.14. Produce a formal report, listing sources and using footnotes as instructed in the classroom.

4.4.15.

4.4.16.

MATH

5.0.0 - 5.33.25

5.0 MATH

5.1.0. Sets

5.1.1. Matches equivalent sets by drawing connecting lines.

5.1.2. Identifies unequal sets by circling or crossing.

5.1.3.

5.1.4.

5.2.0. Counts by rote orally

5.2.1. Counts from 1 to 10 by rote.

5.2.2. Counts from 1 to 20 by rote.

5.2.3. Counts from 1 to 50 by rote.

5.2.4. Counts from 1 to 100 by rote.

5.2.5. Counts by tens to 100 by rote.

5.2.6. Counts by fives to 100 by rote.

5.2.7. Counts by twos to 10 by rote.

5.2.8. Counts by twenty-fives to 100 by rote.

5.2.9. Counts by fifties to 100 by rote.

5.2.10. Counts forward.

5.2.11. Counts backwards.

5.2.12.

5.2.13.

5.3.0. Counts given objects.

5.3.1. Counts to 10.

5.3.2. Counts from 10 to 20.

5.3.3. Counts from 20 to 50.

5.3.4. Counts from 50 to 100.

5.3.5. Counts by fives to 100.

5.3.6. Counts by tens to 100.

5.3.7.

5.3.8.

5.4.0. Sequence numerals

5.4.1. Arrange numbers in proper sequence, 1-10 using numeral cards.

5.4.2. Arrange numbers in proper sequence, 1-20 using numeral cards.

5.4.3.

5.4.4.

5.5.0. Writes numerals in sequence.

5.5.1. Writes numerals 1 to 10 in proper sequence.

5.5.2. Writes numerals 1 to 20 in proper sequence.

5.5.3. Writes numerals by tens to 100 in proper sequence.

5.5.4.

5.5.5.

5.6.0. Recognizes math symbols.

5.6.1. Explains "+" means add.

5.6.2. Explains "-" means subtract.

5.6.3. Explains "=" means equal.

5.6.4. Explains "x" means times.

5.6.5. Explains "÷" means divide.

5.6.6.

5.6.7.

5.7.0. Recognizes math words.

5.7.1. Explains add

5.7.2. Explains subtract.

5.7.3. Explains equal.

5.7.4. Explains multiply.

5.7.5. Explains divide.

5.7.6.

5.7.7.

5.8.0. Solves addition problems.

5.8.1. Writes total after counting objects.

5.8.2. Adds to a number (1to 10) and finds the sum.

5.8.3. Adds 2-digit numbers without carrying.

5.8.4. Adds two or more digit numbers with carrying.

5.8.5. Adds three or more columns and finds the sum.

5.8.6. Addition facts times test.

5.8.7.

5.8.8.

5.9.0. Solves subtraction problems

5.9.1. Subtracts 1 from (1 to 10) and finds answer.
5.9.2. Subtracts two-digit numbers without borrowing.
5.9.3. Subtracts two or more digit numbers with borrowing.
5.9.4. Subtraction facts time test.
5.9.5.
5.9.6.

5.10.0. Time Concept

A. Concepts and relationships to be developed.

5.10.1. Beginning - end
5.10.2. First - last
5.10.3. Before - after
5.10.4. Early - late
5.10.5. Fast - slow
5.10.6. On time
5.10.7. Night - day
5.10.8. Winter -summer
5.10.9. Morning - afternoon
5.10.10. Quickly - slowly
5.10.11. Late - early
5.10.12.
5.10.13.

5.11.0. Clock terminology/concepts.

5.11.1. Clock
5.11.2. Hours
5.11.3. O'clock
5.11.4. Morning
5.11.5. Afternoon
5.11.6. Night
5.11.7. Midnight
5.11.8. Noon
5.11.9. A.M. -before noon
5.11.10. P.M. - after noon

5.11.11. Twenty-four hours in a day

5.11.12. Clock face equals sixty minutes.

5.11.13. Long hand- short hand

5.11.14. To and after

5.11.15.

5.11.16.

5.12.0. Calendar Concepts

5.12.1. Name and recognize days of the week.

5.12.2. Name and days of the month.

5.12.3. Sequence of the days of the week and months of the year.

5.12.4. The number of weeks in a year.

5.12.5. The number of days in a year.

5.12.6. Knowledge of the seasons.

5.12.7. Holidays and birthdays.

5.12.8.

5.12.9.

5.13.0. Tell what time it is.

5.13.1. Tells time to the hour.

5.13.2. Tells time to the half hour.

5.13.3. Tells time to the quarter hour.

5.13.4. Tells time by five minutes.

5.13.5. Tells time to the minute.

5.13.6. Can add time.

5.13.7.

5.13.8.

5.14.0. Writes time

5.14.1. Writes time to the hour.

5.14.2. Writes time to the half hour.

5.14.3. Writes time to the quarter hour.

5.14.4. Writes time to the minute.

5.14.5.

5.14.6.

5.15.0. Interprets terms involving time.

5.15.1. Explains a.m. and p.m.

5.15.2. Explains yesterday, today, tomorrow.

5.15.3. Explains common time expressions half-past, 'til, before, after.

5.15.4.

5.15.5.

5.16.0. Memorizes order of calendar.

5.16.1. Names days of week in sequence.

5.16.2. Names months of year in sequence.

5.16.3. Tells number of days in week.

5.16.4. Tells number of days in month.

5.16.5. Tells number of weeks in month.

5.16.6. Tells number of months in year.

5.16.7.

5.16.8.

5.17.0. Reads calendar terms

5.17.1. Reads days of week.

5.17.2. Reads months of year.

5.17.3. Reads number of school days in a particular week.

5.17.4. Reads number of days in a particular month.

5.17.5. Reads number of weeks in a particular month.

5.17.6. Reads calendar to solve a problem.

5.17.7.

5.17.8.

5.18.0. Writes calendar terms

5.18.1. Writes days of week in sequence.

5.18.2. Writes months of year in sequence.

5.18.3. Writes number of school dyas in a particular week.

5.18.4. Writes number of days in a particular month.

5.18.5. Writes number of weeks in a particular month.

5.18.6. Writes complete date.

5.18.7. Writes word abbreviations for days.

5.18.8. Writes abbreviations for months.

5.18.9. Writes abbreviations for complete date.

5.18.10.

5.19.0. Solves multiplication problems

5.19.1. Multiplies by twos, 0-10.

5.19.2. Multiplies by threes.

5.19.3. Multiplies by fours.

5.19.4. Multiplies by fives.

5.19.5. Multiplies by sixes.

5.19.6. Multiplies by sevens.

5.19.7. Multiplies by eights.

5.19.8. Multiplies by nines.

5.19.9.

5.19.10.

5.20.0. Solves division problems.

5.20.1. Divides by twos.

5.20.2. Divides by threes.

5.20.3. Divides by fours.

5.20.4. Divides by fives.

5.20.5. Divides by Sixes.

5.20.6. Divides by sevens.

5.20.7. Divides by eights.

5.20.8. Divides by nines.

5.20.9. Divides by tens.

5.20.10. Divides by a single digit number without remainders (27÷3).

5.20.11. Divides by a single digit number with remainders (28÷3)

5.20.12. Divides by two or more digit numbers without remainders (20÷10)

5.20.13. Divides by two or more digit numbers with remainders (21÷10)

5.20.14.

5.20.15.

FRACTIONS

5.21.0. Identifies fractional parts.

5.21.1. Identifies 1/2, 1/3. 1/4, etc. with visual examples.

5.21.2. Divides a whole into fractional parts.

5.21.3. Understands 2/2, 3/3, 4/4, etc. equals a whole.

5.21.4. Interprets the functions of a numerator.

5.21.5. Interprets functions of a denominator.

5.21.6.

5.21.7.

5.22.0. Adds fractions

5.22.1. Adds like fractions. (1/2 + 1/2)

5.22.2. Adds unlike fractions. (1/4 + 1/2)

5.22.3. Adds mixed numbers. (1/4 + 1 1/2)

5.22.4.

5.22.5.

5.23.0. Subtracts fractions.

5.23.1. Subtracts like fractions. (3/4 - 1/4)

5.23.2. Subtracts unlike fractions. (3/4 - 1/2)

5.23.3. Subtracts mixed numbers. (1 - 1/3 - 1/4).

5.23.4.

5.23.5.

5.24.0. Multiplies fractions

5.24.1. Multiplies like fractions. (1/2 x 1/2)

5.24.2. Multiplies unlike fractions. (3/4 x 1/2)

5.24.3. Multiplies mixed numbers. (1 3/4 x 1/3)

5.24.4.

5.24.5.

5.25.0. Divides fractions

5.25.1. Divides like fractions. (3/4 - 2/4)

5.25.2. Divides unlike fractions. (3/4 - 1/2)

5.25.3. Divides mixed numbers. (1 3/4/- 1/3)

5.25.4.

5.25.5.

5.26.0. Converts fractions

5.26.1. Reduces fractions to lowest terms. (2/4 = 1/2)

5.26.2. Converts whole numbers to fractions. (2 = 8/4)

5.26.3. Converts improper fractions tc whole numbers.(9/3 = 3)

5.26.4. Converts mixed numbers to improper fractions. (1 1/4 = 5/4)

5.26.5. Converts improper fractions to mixed numbers. (7/3 = 2 1/3)

5.26.6.

5.26.7.

DECIMALS

5.27.0. Solves decimal problems

5.27.1. Recognizes decimal as part of a whole number.

5.27.2. Adds decimals.

5.27.3. Subtracts decimals.

5.27.4. Multiplies a whole number by a decimal.

5.27.5. Multiplies a decimal by a decimal.

5.27.6. Divide a decimal by a whole number.

5.27.7. Divides a whole number by a decimal.

5.27.8. Divides a decimal by a decimal.

5.27.9.

5.27.10.

MONEY

5.28.0. Identifies coins and currency

5.28.1. Matches similar coins.

5.28.2. Finds designated coins in a group.

5.28.3. Names coins.

5.28.4. Matches similar currency.

5.28.5. Finds designated currency in a group.

5.28.6. Names currency. ($1. , $5., $10., $20.)

5.28.7.

5.28.8.

5.29.0. Counts Money

5.29.1. Counts like coins. (1¢, 5¢, 10¢, 25¢)

5.29.2. Counts different coins. (1¢, 5¢)

5.29.3. Counts currency.

5.29.4. Counts combinations of coins and currency.

5.29.5. Identifies various combinations of coins for given amounts.

5.29.6. Identifies various combinations of currency for given amounts.

5.29.7. Identifies various combinations of coins and currency for given amounts.

5.29.8. Provides sufficient coins to cover purchase.

5.29.9. Counts change to equal purchase price.

5.29.10. Provides sufficient currency to cover purchase.

5.29.11. Determines correct change from a purchase.($1., $5., etc)

5.29.12.

5.29.13.

5.30.0. Money management terminology/working knowledge.

5.30.1. Banking (savings, checking, borrowing)

5.30.2. Budgeting

5.30.3. Paying bills & investing.

5.30.4. Installment buying and credit

5.30.5. Earnings and pay rate

5.30.6. Payroll deduction -(social security, federal & state taxes, insurance)

5.30.7.

5.30.8.

5.31.0. Measurement terminology/work knowledge

5.31.1. Measurement (length, width, height, depth)

5.31.2. Weight (ounces, pounds, tons)

5.31.3. Volume (liquid measures, dry measures)

5.31.4. Distance (inches, feet, yards, block, mileage)

5.31.5. Quanities (gross, dozen)

5.31.6. Speed (ft/second, miles per hr.)

5.31.7. Meter reading (thermostat-reading/setting, gasoline-meter reading.)

5.31.8.

5.31.9.

5.32. 0. Geometric shapes

5.32.1. Identifies and traces each given shape.

5.32.2. Copies each given shape.

5.32.3. Draws each shape accurately.

5.32.4. Copies combinations of two or more shapes with turning paper.

5.32.5.

5.32.6.

5.33.0. Measurement and comparison of standard units.

5.33.1. Large/small

5.33.2. Big/little

5.33.3. Bigger/smaller

5.33.4. All/some

5.33.5. Many/few

5.33.6. Empty/full

5.33.7. Whole/part

5.33.8. More/less (more than/less than)

5.33.9. More/most

5.33.10. High/low

5.33.11. Highest/lowest

5.33.12. Higher/lower

5.33.13. One-to-one correspondence, e.g., place a block in the box

5.33.14. Each

5.33.15. Add to

5.33.16. Add, in, all altogether

5.33.17. Group

5.33.18. Pair

5.33.19. Half

5.33.20. Long/short

5.33.21. Beginning/end

5.33.22. Narrow/wide

5.33.23. Curved/straight

5.33.24. Heavy/light

5.33.25. Thick/thin

U.S.HISTORY / GOVERNMENT

6.0.0 - 6.7.18

6.0. U.S.HISTORY/GOVERNEMNT

6.1.0. Level One

6.1.1. Shows consideration and respect for others.

6.1.2. Shows respect and care of materials and property.

6.1.3. Knows rules for safety on playground and for traveling to and from school.

6.1.4. Shows interest and pride inour country and its heritage.

6.1.5. Develops an attitude of respect towards the flag and other national symbols.

6.1.6. Develops an understanding of why we celebrate certain holidays.

6.1.7. Aware of historical personalities such as Columbus, Lincoln, Washington, Johnny Appleseed, etc.

6.1.8. Aware of the roles of community helpers such as policeman, fireman, forest ranger, storekeeper.

6.1.9. Understands that each member of the family has work and responsibility at home and away.

6.1.10.

6.1.11.

6.2.0. LEVEL TWO

6.2.1. Can name the town, state, and country he/she lives in.

6.2.2. Can explain what makes up a community.

6.2.3. Can locate the four major directions on a map.

6.2.4. Can identify and use a map key.

6.2.5. Knows the globe represents the earth.

6.2.6.

6.2.7.

6.3.0. Level Three

6.3.1. Aware of services rendered in a community.

6.3.2. Appreciates the necessities of life, such as food, water, clothing, and shelter.

6.3.3. Appreciates the interdependence of members of a family and of people in a community.

6.3.4. Aware of the different racial and religious groups in communities.

6.3.5. Able to read maps, globes, and charts.

6.3.6. Locate directions of North, South, East and West and the in between directions of Northeast, Southeast, Northwest, and Southwest.

6.3.7. Recognize that he/she lives in the city of Show Low and will be able to locate Show Low on a map of Arizona.

6.3.8. Recognize that he/she lives in the state of Arizona and will be able to locate Arizona on a map of the U.S.

6.3.9.

6.3.10.

6.4.0. Level Four

6.4.1. Realize that a good life, individuals or groups is founded on moral bases, such as honesty, integrity, love of family, and respect for authority.

6.4.2. Recognize the need for a system of government to provide order in daily life.

6.4.3. Develop a respect for law.

6.4.4. Recognize the need for cooperation among all nations to establish lasting peace.

6.4.5. Develop skills in using commnuity resources, such as libraries, museums, newspapers, industries, and resource people, to extend his/her knowledge of the community.

6.4.6. Demonstrate an appreciation for the significant cultures and heritage of Arizona.

6.4.7. Recognize the Arizona State Seal, flag, flower, bird, and tree as representative of his/her home state.

6.4.8. Recognize major topographical features of various parts of Arizona, as well as famous landmarks.

6.4.9. Develop an understanding of physical characteristics of other lands.

6.4.10. Understands how climate and topography affect people's lives.

6.4.11. Shows respect for other religions and cultures and will recognize their contributions on to another.

6.4.12. Increase social studies vocabulary.

6.4.13. Realize the importance of research, exploration, and experimentation in the educational process.

6.4.14.

6.4.15.

6.5.0. Level Five

6.5.1. Identify important early American explorers and American leaders and relate some of their contributions to the development of our country.

6.5.2. Contrast the early settlements of the U.S. with comtemporary urban life.

6.5.3. Understanding of the importance of inventions in improving living conditions and some of the problems inherent in progress.

6.5.4. Use maps, globes, atlases, and diagrams to pinpoint geographic locations.

6.5.5. Collect, organize, and assemble data and relate his findings to the problem at hand.

6.5.6. Utilize glossaries, dicticnaries and other reference materials to increase his/her vocabulary of terms and names.

6.5.7.

6.5.8.

6.6.0. Level Six

6.6.1. Acquainted with some of the ancient civilizations of the world.

6.6.2. Understanding of the social, economic and cultural contributions of the ancient world to society.

6.6.3. Aware of the contributions to western civilization by the European people of the Middle Ages.

6.6.4. Aware of the contributions to western civilization by the European people during the Renaissance.

6.6.5. Knowledge of the Social, economic, and cultural development of modern day Europe.

6.6.6. Understanding of life in the Soviet Union.

6.6.7. Understanding of life in modern day Asian countries.

6.6.8. Knowledge of the lives of the people of the modern day countries of Africa and the middle east.

6.6.9. Define and utilize longitude and latitude of the world, using a globe and map.

6.6.10. Interpret graphic relief maps.

6.6.11. Understand that geographical enviornment can affect people's way of life.

6.6.12.

6.6.13.

6.7.0. Level Seven

6.7.1. Knowledge of the Europeans culture that developed in the American colonies, and the effect upon American development.

6.7.2. Understanding of the political, social and economic reasons for the sturggle for independence.

6.7.3. Knowledge of the new government formed during and after the American Revolution.

6.7.4. Acquainted with the major personalities of the revolutionare period.

6.7.5. Understanding of the territorial expansion of the young American period.

6.7.6. Aware of the growth of Democracy during the Jacksonian era.

6.7.7. Understanding and more knowledge of the political, social, and economic reasons leading to the Civil War.

6.7.8. Aware of the lasting effects of the Civil War.

6.7.9. Realize and understand the changes of the American society brought about by rapid industrialization.

6.7.10. Knowledge of the expansion and settlement of the American west.

6.7.11. Knowledge of the participation and countries of the U.S. during World War I.

6.7.12. Aware of the impact of the Great Depression in the U.S.

6.7.13. Knowledge of the increasing role that the federal government played in American society under President F.D. Roosevelt.

6.7.14. Knowledge of the reasons that led to the involvment of the U.S. in World War II.

6.7.15. Understanding of the growth of the U.S. into a major world power.

6.7.16. Aware of the continuing struggle for racial equality by minority groups in America.

6.7.17.

6.7.18.

SCIENCE

7.0.0 - 7.32.4

7.0. SCIENCE

7.1.0. Student will demonstrate ability to care for a pet.

7.1.1. Maintain housing for a pet.

7.1.2. Feed pet daily.

7.1.3. Arrange pet's living area.

7.1.4. Identify special needs of pet.

7.1.5. Play with pet.

7.1.6. Train pet.

7.1.7. Bathe and/or groom pet.

7.2.0. Student will demonstrate ability to observe animals.

7.2.1. Identify wild animals.

7.2.2. Identify domestic animals.

7.2.3. Identify growth process in animals (rate of growth, natural maturation.)

7.2.4.

7.2.5.

7.3.0. Student will demonstrate ability to observe and grow plants.

7.3.1. Identify familiar plants.

7.3.2. Identify essential elements for plant growth (light, food, water.)

7.3.3. Grow on plant.

7.3.4. Grow a garden.

7.3.5.

7.3.6.

7.4.0. Student will demonstrate ability to observe and use weather information.

7.4.1. Describe types of weather.

7.4.2. Identify present weather conditions.

7.4.3. Read weather report in newspaper.

7.4.4. Describe weather reported on television.

7.4.5. Read a thermometer.

7.4.6. Read a barometer.

7.4.7. Describe the weather associated with the four seasons.

7.4.8.

7.4.9.

7.5.0. Student will demonstrate ability to observe natural resources.

7.5.1. Identify natural resources (forest, water, mineral.)

7.5.2. Describe the utilization of natural resources.

7.5.3. Describe the seasonal factors which affect natural resources.

7.5.4. Describe types of human behavior which help contribute to the supply of natural resources.

7.5.5. Describe types of human behavior which can be harmful to natural resources.

7.5.6.

7.5.7.

7.6.0. Student will demonstrate ability to practice conservation of natural resources.

7.6.1. Explain conservation.

7.6.2. Describe conservation needs at home and school (lights, water.)

7.6.3. Describe personal conservation efforts at home and school.

7.6.4. Describe conservation needs in the community and the state.

7.6.5. Explain conservation laws (hunting regulations, forest conservation.)

7.6.6.

7.6.7.

7.7.0. Student will demonstrate knowledge of foods.

7.7.1. Identify common vegetables.

7.7.2. Identify common fruit.

7.7.3. Identify common dairy products.

7.7.4. Identify common meats and fish.

7.7.5. Identify common breads and cereals.

7.7.6. Identify foods eaten at certain meals.

7.7.7. Identify economical food purchases.

7.7.8.

7.8.0. Student will demonstrate basic food preparation skills.

7.8.1. Open and close containers.

7.8.2. Measure with measuring spoons.

7.8.3. measure with measuring cups.

7.8.4. Cut with knife (slicing, peeling).

7.8.5. Spread.

7.8.6. Mash

7.8.7. Grate

7.8.8. Sift

7.8.9. Mix

7.8.10. Blend

7.8.11. Fold

7.8.12.

7.8.13.

7.9.0. Student will demonstrate employment of kitchen appliances.

7.9.1. Operate hand can opener.

7.9.2. Operate automatic can opener.

7.9.3. Operate stove burner.

7.9.4. Operate stove oven.

7.9.5. Operate hand beater.

7.9.6. Operate automatic mixer.

7.9.7. Operate electric frying pan.

7.9.8. Operate waffle iron.

7.9.9. operate toaster.

7.9.10. Operate refrigerator controls.

7.9.11. Operate automatic coffee pot.

7.9.12. Operate electric grill.

7.9.13.

7.9.14.

7.10.0. Student will demonstrate ability to prepare meals.

7.10.1. Select an appropriate, simple recipe.

7.10.2. Follow a simple recipe.

7.10.3. Prepare breakfast.

7.10.4. Prepare lunch.

7.10.5. Prepare dinner.

7.10.6. Prepare snacks.

7.10.7. Practice sanitation.

7.10.8. Set table correctly.

7.10.9. Serve meals correctly.

7.10.10. Clean up after meals.

7.10.11. Cover food correctly.

7.10.12. Store food properly in refrigerator.

7.10.13. Store food properly in cupboard.

7.10.14.

7.10.15.

7.11.0. Student will demonstrate proper mealtime habits.

7.11.1. Use utensils correctly.

7.11.2. Chew food properly.

7.11.3. Use napkin correctly.

7.11.4. Ask for food correctly.

7.11.5. Receive food correctly.

7.11.6. Exhibit good table posture.

7.11.7.

7.11.8.

7.12.0. Student will perform self help skills.

7.12.1. Remove garments.

7.12.2. Put on garments.

7.12.3. Snap snaps.

7.12.4. Button buttons.

7.12.5. Zip zippers.

7.12.6. Hook hooks.

7.12.7. Lace shoes.

7.12.8. Tie shoes.

7.12.9. Fasten fasteners.

7.12.10. Buckle buckles.

7.12.11.

7.12.12.

7.13.0. Student will demonstrate correct clothing selection.

7.13.1. Select own clothing daily.

7.13.2. Wear appropriate clothing for the occasion.

7.13.3. Select appropriate clothing for the season.

7.13.4. Select appropriate fabrics for clothing (suitable for occasion and weather.)

7.13.5. Plan clothing purchases.

7.13.6.

7.13.7.

7.14.0. Student will demonstrate the maintaining of clothing.

- 7.14.1. Hang up clothing.
- 7.14.2. Fold clothing.
- 7.14.3. Sort clothing
- 7.14.4. Store clothing.
- 7.14.5. Keep clothing neat and clean.
- 7.14.6. Polish shoes.
- 7.14.7. Clean various fabrics.
- 7.14.8. Repair clothing.
- 7.14.9.
- 7.14.10.

7.15.0. Student will demonstrate ability to prepare clothing for wearing.

- 7.15.1. Read labels on clothing.
- 7.15.2. Wash clothing by hand.
- 7.15.3. Wash clothing by machine.
- 7.15.4. Dry clothing by hanging.
- 7.15.5. Dry clothing by machine.
- 7.15.6. Prepare clothing for ironing.
- 7.15.7. Iron clothing without steam.
- 7.15.8. Iron clothing with steam.
- 7.15.9.
- 7.15.10.

7.16.0. Student will demonstrate basic sewing skills.

- 7.16.1. Thread a needle.
- 7.16.2. Sew by hand.
- 7.16.3. Sew by machine.
- 7.16.4. Sew on buttons.
- 7.16.5. Hem by hand.
- 7.16.6. Mend seams.
- 7.16.7. Patch by hand.
- 7.16.8. Patch with iron-ons.
- 7.16.9.
- 7.16.10.

7.17.0. Student will demonstrate knowledge of community transportation and travel.

7.17.1. Identify modes of personal transportation.

7.17.2. Identify safety factors associated with transportation.

7.17.3. Interpret travel information (brochures, maps, etc.)

7.17.4. Read maps.

7.17.5.

7.17.6.

7.18.0. Student will demonstrate the ability to utilize transportation correctly and safely.

7.18.1. Demonstrate pedestrian rules for walking.

7.18.2. Demonstrate safety rules for bicycle riding.

7.18.3. Demonstrate appropriate behavior as a passenger in an automobile.

7.18.4. Observe school bus rules.

7.18.5. Explain how to use a public bus.

7.18.6. Explain how to use a taxicab.

7.18.7. Explain railroad passenger service.

7.18.8. Explain airline passenger service.

7.18.9.

7.18.10.

7.19.0. Student will communicate knowledge of services which provide assistance.

7.19.1. Describe services of police department.

7.19.2. Describe services of fire deaprtment.

7.19.3. Describe services of post office.

7.19.4. Describe services of utility companies.

7.19.5. Describe community legal services.

7.19.6. Describe community social services.

7.19.7. Describe community vocational services.

7.19.8. Describe community health department services.

7.19.9. Describe community religious organizations.

7.19.10. Describe services of community/state agencies.

7.19.11.

7.19.12.

7.20.0. Student will demonstrate the ability to obtain needed service.

7.20.1. Correctly locate and contact police department.

7.20.2. Correctly locate and contact the fire department.

7.20.3. Correctly locate and contact public health service.

7.20.4. Correctly locate and contact sanitation department.

7.20.5. Correctly locate and contact telephone company.

7.20.6. Correctly locate and contact and/or utilize post office.

7.20.7. Correctly locate and contact financial services.

7.20.8. Correctly locate and utilize services of religious organizations.

7.20.9. Correctly locate and contact vocational services.

7.20.10.

7.20.11.

7.21.0. Student will demonstrate the correct use of the telephone.

7.21.1. Identify basic types of telephone calls.

7.21.2. Operate various types of telephones (dial, push button.)

7.21.3. Use proper telephone manners.

7.21.4. Use telephone for various types of calls.

7.21.5. Use telephone directory.

7.21.6. Demonstrate ability to use public pay phone.

7.21.7.

7.21.8.

7.22.0. Student will demonstrate the use of communication media.

7.22.1. Mail a letter.

7.22.2. Explain a telegram.

7.22.3. Read magazines.

7.22.4. REad newspapers.

7.22.5. Watch informational TV program.

7.22.6. Listen to informational radio programs.

7.22.7.

7.22.8.

7.23.0. Student will demonstrate knowledge of items needed for home maintenance.

7.23.1. Identify tools for particular tasks.

7.23.2. Identify cleaning agents and materials for particular tasks.

7.23.3. Identify appliances for particular tasks.

7.23.4. Identify clothing for particular tasks.

7.23.5.

7.23.6.

7.24.0. Student will demonstrate ability to perform simple household chores.

7.24.1. Keep record of duties performed at home.

7.24.2. Independently make bed daily.

7.24.3. Independently clean bedroom.

7.24.4. Independently wash woodwork.

7.24.5. Independently dust furnityre

7.24.6. Independently polish furniture.

7.24.7. Independently sweep floor.

7.24.8. Independently vacuum floor.

7.24.9. Independently wax floor.

7.24.10. Independently wash and dry dishes.

7.24.11. Independently use dishwasher.

7.24.12. Independently empty garbage.

7.24.13. Put away objects when finished.

7.24.14.

7.24.15.

7.25.0. Student will perform more complex home improvement tasks.

7.25.1. Paint objects at home.

7.25.2. Construct items at home.

7.25.3. Repair items at home.

7.25.4.

7.25.5.

7.26.0. Student will demonstrate landscaping skills.

7.26.1. Correct employing of hand tools.

7.26.2. Correct employing hand-operated power tools.

7.26.3. Mow lawn

7.26.4. Trim lawn .

7.26.5. Rake grass/leaves.

7.26.6. Clip bushes/hedges.

7.26.7. Pull weeds.

7.26.8. Correctly store tools.

7.26.9. Water lawn/shrubs.

7.26.10. Fertilize lawn/garden.

7.26.11. Put trash/clippings in appropriate containers.

7.26.12. Sweep walkways.

7.26.13.

7.26.14.

7.27.0. Student will demonstrate ability to budget and manage financial affairs.

7.27.1. Account for personal income.

7.27.2. Account for personal money spent.

7.27.3. Employe a saving account.

7.27.4. Use a checking account.

7.27.5. Prepare a personal budget.

7.27.6. Demonstrate knowledge of charge accounts.

7.27.7. Demonstrate knowledge of credit cards.

7.27.8. Demonstrates knowledge of comparative shopping.

7.27.9. Demonstrates knowledge of layaway shopping.

7.27.10. Demonstrate knowledge of credit ratings.

7.27.11. Demonstrate knowledge of interest rates in credit buying.

7.27.12. Explain the relationship between income and expenses.

7.27.13. Explain obligations in borrowing money from family and friends.

7.27.14. Explain obligations in borrowing money from loan companies.

7.27.15. Explain obligations in borrowing money from banks.

7.27.16. Explain the reasons for obraining various kinds of insurance.

7.27.17.

7.27.18.

7.28.0. Student will perform child care skills.

7.28.1. Assist in supervising younger children.

7.28.2. Supervise younger children independently.

7.28.3. Assist in planning activities for younger children independently.

7.28.4. Plan activities for younger children independently.

7.28.5. Train formally to be a babysitter.

7.28.6. Explain infant care techniques.

7.28.7. Babysit younger children.

7.28.8. Babysit and care for a baby.

7.28.9. Earn money for babysitting services.

7.28.10.

7.28.11.

7.29.0. Student will demonstrate knowledge of post-school residency adjustments.

7.29.1. Identify responsiblilties to the family when living at home.

7.29.2. Identify responsibiilties of boarding in a private home.

7.29.3. Identify responsibilities of the renter.

7.29.4. Identify repsonsiblitlies of living in a half-way house.

7.29.5. Identify responsibilities of buying a home.

7.29.6. Identify responsibilities of leasing.

7.29.7. Identify major purchases necessary for living on an independent basis.

7.29.8. Demonstrate a knowledge of basic utility costs.

7.29.9.

7.29.10.

7.30.0. Student will demonstrate knowledge of marriage responsibilities.

7.30.1. Explain the meaning of an engagement.

7.30.2. Describe the purpose of a marriage license.

7.30.3. Describe reasons for medical exam before marriage.

7.30.4. Describe the types of legal (civil, religious) marriage ceremonies.

7.30.5. Demonstrate when and where to seek marriage/family counseling.

7.30.6. Demonstrate knowledge of potential results in terminating a marriage.

7.30.7.

7.30.8.

7.31.0. Student will define responsibilities of family living.

7.31.1. Compare a single and married life.

7.31.2. Identify wage-provider(s).

7.31.3. Identify decision-maker(s).

7.31.4. Identify who prepares food.

7.31.5. Identify who cares for children.

7.31.6. Identify who handles financial affairs.

7.31.7. Identify maintenance responsibilities.

7.31.8.

7.31.9.

*7.32.0. Student will demonstrate knowledge of family planning.

7.32.1. Identify health problems which are communicable.

7.32.2. Demonstrate knowledge of effects of population on the environment.

7.32.3.

7.32.4.

*Family planning should be taught after consent has been received from parents, the community family planning committee, and the school district administration.

PERSONAL AND SOCIAL SKILLS

8.0.0 - 8.17.6

Personal and Social Skills, Intermediate and Advanced

Definition:

Personal and social awareness refers to understanding and accepting oneself and getting along with others. Emphasis is placed on behavior which improves interaction with family, friends, neighbors and community members. Goals focus on development of personal skills in these areas.

Rationale for Instruction:

The key to effective social adjustment is learning to understand oneself and how to get along with others. Skills in personal and social awareness are essential. School helps the student to understand personal behavior, develop a social outlook, and achieve social skills which enable the student to interact effectively with others. Too, since attitude affects one's performance, it is important that the school help the student gain self-respect and show respect for others.

8.0. PERSONAL AND SOCIAL SKILLS, ELEMENTARY LEVEL

*See Science Concepts and Life Survival Skills (7) for expanded objectives.

8.1.0. Self

8.1.1. Names self.

8.1.2. Keeps hands to self.

8.1.3. Dresses self, ties shoes.

8.1.4. Follows simple verbal directions.

8.1.5. Shows good in-seat behavior during instruction.

8.1.6. Refrains from inappropriate gestures, calling out, acting out.

8.1.7. Willing to change activities.

8.1.8. Chooses free time activities and plays alone.

8.1.9. Follows classroom and school rules.

8.1.10.

8.1.11.

8.2.0. Group

8.2.1. Willing to share materials.

8.2.2. Waits turn in group.

8.2.3. Takes part in group play activity, interacts spontaneously.

8.2.4. Works with others in instructional group.

8.2.5. Displays good sportsmanship in work and play.

8.2.6. Asks for or gives help.

8.2.7. Accepts suggestions for completing tasks more efficiently.

8.2.8.

8.2.9.

8.3.0. Manners and Responsibility

8.3.1. Uses please, thank you, excuse me appropriately.

8.3.2. Greets and acknowledges people appropriately.

8.3.3. Takes care of and puts away own belongings.

8.3.4. Displays appropriate table manners.

8.3.5. Respects others and shcool's property.

8.3.6. Works independently.

8.3.7. Is punctual and reliable in attendance.

8.3.8.

8.3.9.

8.4.0. Appearance

8.4.1. Washes hands after bathroom and before eating.

8.4.2. Is neat in appearance (washes face, hair; showers; blows and wipes nose; combs hair; brushes teeth; cleans fingernails.)

8.4.3. Dresses appropriately for weather and school setting.

8.4.4.

8.4.5.

8.5.0. Personal Information

8.5.1. States full name, birthdate, parents' names (and telephone number, address or location of home.)

8.5.2. State parents' place of work (and telephone number, location.)

8.5.3. Names teacher, principal or employer.

8.5.4.

8.5.5.

8.6.0. Safety

8.6.1. Follows safety drills.

8.6.2. Recognizes and responds to danger and safety signs.

8.6.3. Knows how to obtain help in an emergency.

8.6.4. Uses sidewalk or walks on left side of road on shoulder.

8.6.5. Looks before crossing street in crosswalk.

8.6.6. Crosses safely at intersection with or without light.

8.6.7.

8.6.8.

8.7.0. Communication

8.7.1. Uses private or public telephone to call home, work; finds and uses emergency numbers for police and fire department.

8.7.2. Uses telephone directory.

8.7.3. Receives and relays a message.

8.7.4.

8.7.5.

8.8 0. Shopping

8.8.1. Recognizes items and brands commonly used: favorite cereal, milk, candy, cookies, ice cream, soap.

8.8.2. Shops for items independently: reads price tags, pays, counts change.

8.8.3.

8.8.4.

8.9.0. Preparing Food

8.9.1. Prepares a simple meal with drink, sandwich, cold cereal.

8.9.2. Uses refrigerator: stores items, puts leftovers away.

8.9.3. Demonstrates use of stove and safety.

8.9.4. Prepares a meal that involves heating: soups, prepared foods, frozen dinner.

8.9.5.

8.9.6.

8.10.0. Stranger Safety

8.10.1. Demonstrates knowledge of "Stranger safety:"
does not accept rides or gifts
does not enter a stranger's house or admit a stranger
seeks adult help when approached by stranger.

8.10.2.

8.10.3.

8.0. PERSONAL AND SOCIAL SKILLS, INTERMEDIATE AND ADVANCED

8.11.0. Self/job

8.11.1. Fills in a sample job application by writing full name, birthdate place of birth, full names of parents, address, zip, telephone, schools attended and locations of schools.

8.11.2. Acquires names, addresses and telephone numbers of two personal references to copy onto the sample application.

8.11.3. Given a job and having performed it adequately, the student describes the tasks involved, giving a verbal summary of the whole to the teacher's satisfaction and writes a short outline of the verbal report.

8.11.4. Given an employer, the student writes the name, address and phone number of the employer.

8.11.5. Writes his/her social security number from memory.

8.11.6.

8.11.7.

8.12.0. Decisions

8.12.1. Demonstrates the ability to make independent decisions. Examples: what subject to research in library; which community service organizations might provide information pertinent to a subject.

8.12.2. Verbalizes the decision-making process:
isolates the problem
identifies possible solutions or options
checks reliability of information or sources
projects the outcome of the alternatives.

8.12.3. Presented with a situation, the student isolates the problem, states three options, knows how to check sources, and describes possible consequences of each alternative.

8.12.4. Presented with options that have to do with the student's study habits, career possibilities, job or relationships, the student demonstrates his/her ability to select the option that best meets the student's own needs and abilities.

8.12.5. Voluntarily requests guidance from appropriate persons (parents, teachers, counselor, principal, community leaders, etc.) prior to making a decision that involves a significant change.

8.12.6. Demonstrates the ability to state own priorities and goals to others so that they can offer guidance that furthers his/her progress in the direction he/she desires.

8.12.7. Identifies the commitments involved in a solution and follows through with the commitments.

8.12.8. Evaluates the results of making personal decisions, in verbal or written form, to the teacher's satisfaction.

8.12.9. Models a counselor's role in discussing a given problem that involves another student's decision by: listening carefully; repeating the problem; eliciting solutions; asking if sources have been checked; asking for possible consequences of each alternative; and encouraging other student to make his/her own decision.

8.12.10.

8.12.11.

8.13.0. Goals

8.13.1. Demonstrates the ability to differentiate between long-term and short -term goals.

8.13.2. Establishes personal goals by listing his/her priorities which include consideration of the following areas: self, family, community, environment, academic or vocational training aspirations, career aspirations.

8.13.3. Selects one goal, establishes 5-10 objectives needed to attain it, and lists the objectives in a logical sequence.

8.13.4. After establishing a goal and objectives, the student follows through on each objective, demonstrating his/her commitment toward attaining the goal.

8.13.5. Attains the established goal or has completed a satisfactory number of objectives towards the goal.

8.13.6. Having achieved a specified goal)or number of objectives), the student evaluates the process used, lists new developments which apply (positive and negative changes, increased self-knowledge, etc.)

8.13.7.

8.13.8.

8.14.0. Considers needs of others.

8.14.1. Is punctual and is reliable in attendance.

8.14.2. Shows patience with others and is cooperative in group situations.

8.14.3. Settles differences in a direct and/or friendly manner.

8.14.4. Makes a constructive criticism that is pertinent to a given problem.

8.14.5. Accepts individual differences, respects the rights of others.

8.14.6. Asks for help when needed and shows concern for the needs of others.

8.14.7.

8.14.8.

8.15.0. Practices common courtesies.

8.15.1. Addresses peers, teachers, etc. by name.

8.15.2. Uses proper titles for adults in formal and informal situations.

8.15.3. Uses please, thank you, excues me, etc. appropriately.

8.15.4. Greets and acknowledges people appropriately.

8.15.5. Demonstrates knowledge of appropriate occasions to shake hands; uses proper grip.

8.15.6.

8.15.7.

8.16.0. Family

8.16.1. Identifies roles of family members and states why these roles contribute to the family.

8.16.2. Describes own responsibilities in the family.

8.16.3. Describes how family roles may change temporarily or permanently. (death, illness, divorce, etc.)

8.16.4. Explains how individual decisions affect the total family.

8.16.5. Tells how the democratic process could be used for decision-making within the family.
a. each person's views are heard
b. each person's view is discussed
c. the final decision is a group decision
d. the members abide by the group decision.

8.16.6. Explains the members abide by the group decision privacy and property by stating or writing two or more examples.

8.16.7.

8.16.8.

8.17.0. Laws

8.17.1. Follows the rules and laws of the community and school

8.17.2. Writes a critique on school safety using existing rules.

8.17.3. Identifies local, state and national laws.

8.17.4. Given a list of laws concerning motor vehicles, the student identifies and discusses them.

8.17.5.

8.17.6.

FINE MOTOR AND PERCEPTUAL SKILLS

9.0.0 - 9.3.12

9.0. FINE MOTOR AND PERCEPTUAL SKILLS

9.1.0. Develop fine motor skills

9.1.1. Transfer ovject from hand to hand.

9.1.2. Puts block(s) in cup

9.1.3. Takes block(s) out of cup

9.1.4. Builds tower with blocks

a. two (2) - block tower

b. four (4) - block tower

c. six (6) _ block tower

9.1.5. Picks up small object (raisin with pincer grasp)

9.1.6. Builds a block bridge

9.1.7. Places pegs in pegboard

9.1.8. Strings large beads

9.1.9. Holds spoon appropriately

9.1.10. Opens door

a. room

b. car

9.1.11. Unscrews jar lid

9.1.12. Opens box, e.g., cookies, crayons

9.1.13. Closes boc, e.g., cookies, crayons.

9.1.14. Holds crayon or pencil appropriately

9.1.15. Turns pages in book (one -at- a-time)

9.1.16. Folds papter

9.1.17. Uses scissors to cut paper (not on lines)

9.1.18. Draws a recognizable man

9.1.19. Cuts out forms with scissors.

9.1.20.

9.1.21.

9.2.0. Develop visual perceptual skills

9.2.1. Moves eyes from top to bottom of a chalkboard, page,etc.

9.2.1. Moves eyes from left to right of a chalkboard, page,etc.

9.2.3. Describes three (3) characteristics of a simple object from memory

9.2.4. Following the exposure of a picture for five (5) seconds, finds it in a group of four (4)

a. dissimilar pictures

b. similar pictures

9.2.5. Finds shapes in the objects in the room i.e., recognizes that the table top is the shape of a rectangle.

9.2.6. Finds hidden objects in a picture

9.2.7. Identifies an object when only a portion of the object is shown.

9.2.8. Names missing parts of a picture

9.2.9. Recognizes the object formed by a dotted line.

9.2.10. Completes a pattern (such as O*X*O*X_) completes with O

9.2.11. Recognizes the figure of a simple symmetrical object when that figure is cut in half and slightly separated.

9.2.12. Reproduces block design from memory.

9.2.13. Assembles a

a. two (2) - pieces puzzle

b. five (5) - or more piece puzzle

c. twenty-five (25) - or more piece puzzle

9.2.14.

9.2.15.

9.3.0. Develop auditory perceptual skills

9.3.1. Identifies common animal sounds

9.3.2. Identifies common outdoor sounds

9.3.3. Identifies common household sounds

9.3.4. Identifies loud/soft sounds

9.3.5. Identifies emergency sounds

9.3.6. Repeats in sequence a simple

a. two (2) - word phrase

b. three (3) - word phrase

c. four (4) _ word phrase

9.3.7. Repeats in sequence three (3) unrelated words following a five (5) second delay.

9.3.8. Repeats in sequence four (4) unrelated words following a five (5) second delay.

9.3.9. Can tell own telephone.

9.3.10. Reproduces rhythmic patterns

9.3.11.

9.3.12.

BUSINESS VOCATION AND CONSUMER ECONOMICS

10.0.0 - 10.19.3

10.0 BUSINESS VOCATION AND CONSUMER ECONOMICS

Definition: Career Education refers to habits, attitudes and skills required for success in a given occupation. Goals for career education focus on work orientation, job performance for both in-school and out-of-school work placements, and career exploration.

Rationale for Instruction: Preparation for adult responsibilities should include decisions about one's contribution to society as a member of the work force. School helps the student develop and reinforce this concept of work through instruction at all levels of school curriculum. Expectations in the areas of promptness, responsibility and taks completion prepare students for later occupational success. Teachers assist the students in acquiring specific pre-vocational skills. All students, regardless of learning and skill levels, have the right to work in fields which are compatible with their abilities and offer satisfaction. The cooperation of the school and community is essential. Teachers, parents, couselors, administrators and employers need to work together to help each student realize full potential for work.

10.0. BUSINESS VOCATION AND CONSUMER ECONOMICS

10.1.0. Office skills

10.1.1. Sorts papers according to color, size, shape, label, and defects.

10.1.2. Folds paper to size, colates.

10.1.3. Stuffs and seals envelopes, counts.

10.1.4. Uses address labels, addresses envelopes.

10.1.5. Stacks and staples paper together neatly.

10.1.6. Uses staple remover without tearing paper.

10.1.7. Does simple filing correctly.

10.1.8. Names and uses duplicating machines.

10.1.9. Demonstrates proper care of machines.

10.1.10. Leaves work areas neat.

10.1.11. Uses paper cutter properly, closes and locks when finished.

10.1.12. Answers business telephone, identifies company.

10.1.13. Takes and relays messages.

10.1.14. Demonstrates polite manner.

10.1.15. Learns to use typewriter correctly.

10.1.16. Demonstrates care of typewriter.

10.1.17. Works independently when finished with assigned tasks.

10.1.18. Is punctual, reliable, neat in appearance.

10.1.19. Completes tasks within assigned limits.

10.1.20. Attends to details.

10.1.21. Demonstrates willingness to take constructive critism and make changes.

10.1.22. Takes pride in work.

10.1.23.

10.1.24.

10.2.0. Sewing

10.2.1. Identifies and knows use of: thread, pins, scissors, thimble, iron, tracing paper, tracing wheel, needle, tape measurer, guage, pin cushion, chalk pencil, sewing machine.

10.2.2. Threads needle, knots thread.

10.2.3. Sews on button.

10.2.4. Sews -- runnign stitches on a given line.

10.2.5. Sews a seam with proper stitch.

10.2.6. Attaches pattern to cloth and cuts as directed.

10.2.7. Completes a sewing project by hand.

10.2.8. Identifies basic parts of sewing machine.

10.2.9. Threads sewing machine.

10.2.10. Operates sewing machine.

10.2.11. Sews on given line using the sewing machine.

10.2.12. Completes a project on sewing machine.

10.2.13. Attends to details.

10.2.14. Cleans up work area.

10.2.15. Demonstrates willingness to take constructive criticism and make changes.

10.2.16. Is punctual, reliable, neat in appearance, polite.

10.2.17.

10.2.18.

10.3.0. Cooking

10.3.1. Washes dishes, cleans area.

10.3.2. Brings assigned items from storage to kitchen.

10.3.3. Clears and sets table

10.3.4. Serves food as directed

10.3.5. Cleans cooking area.

10.3.6. Demonstrates proper storage and use of refrigerator.

10.3.7. Makes a sandwich.

10.3.8. Prepares a simple snack (soup, pudding) by selecting correct heat on stove, stirs, serves in bowls.

10.3.9. Prepares frozen or instant drink, serves.

10.3.10. Operates manual and electric can openers.

10.3.11. Toasts bread, butters toast.

10.3.12. Boils water for hot dogs, eggs, etc.

10.3.13. Prepares simple breakfast-cereal, toast, drink.

10.3.14. Prepares food with mixes.

10.3.15. Washes fruits and vegetables.

10.3.16. Peels, cuts, slices fruits and vegetables.

10.3.17. Prepares tossed salad, jello salad.

10.3.18. Cooks canned food.

10.3.19. Fries eggs, sausage.

10.3.20. Sets oven thermostat, timer.

10.3.21. Cooks frozen items.

10.3.22. Cooks prepared desserts and casseroles.

10.3.23. Names basic food groups.

10.3.24. Plans a "basic four" menu for breakfast, lunch, dinner.

10.3.25. Cooks meat: fries, briols, roasts.

10.3.26. Prepares a basic four meal.

10.3.27. Uses measuring equipment as directed

10.3.28. Demonstrates understanding of cooking terms by performing tasks (mix, roll, sift, knead, combine, etc.)

10.3.29. Follows (oral) written recipes.

10.3.30. Follows safety and clean up rules.

10.3.31. Is punctual, reliable and neat in appearance.

10.3.32. Demonstrates willingness to take constructive criticism and make changes.

10.3.33.

10.3.34.

10.4.0. Cleaning

10.4.1. Sweeps with a broom, uses dust pan.

10.4.2. Washes dishes by hand.

10.4.3. Wet mops a tile floor and rinses mop and bucket.

10.4.4. Sorts clothes and washes a load, measures soap, sets washer.

10.4.5. Dries a load of clothes, sets dial on dryer.

10.4.6. Uses vacuum cleaner, cleans carpet.

10.4.7. Uses a vacuum cleaner on upholstered furniture.

10.4.8. Washes windows, refrigerator and stove exteriors.

10.4.9. Loads automatic dishwasher properly.

10.4.10. Dusts furniture with dusting agent.

10.4.11. Cleans toilet, bathroom sink, bathtub.

10.4.12. Cleans refrigerator interior, defrosts freezer.

10.4.13. Cleans work area, stores items properly, attends to detail.

10.4.14. Follows safety rules for equipment.

10.4.15. Is punctual, reliable, polite, neat in appearance.

10.4.16. Demonstrates willingness to take constructive criticism and make changes.

10.4.17. Takes pride in doing the job well.

10.4.18.

10.4.19.

10.5.0. Wash

10.5.1. Vacuums car interior

10.5.2. Washes car with soap-hot water.

10.5.3. Rinses car.

10.5.4. Cleans windows, dashboard.

10.5.5. Waxes and polishes exterior.

10.5.6. Follows directions, cleans area, stores equipment.

10.5.7. Attends to details.

10.5.8. Is punctual, reliable, polite, neate in appearance.

10.5.9. Demonstrates willingness to take constructive criticism and make changes.

10.5.10. Takes pride in doing the job well.

10.5.11.

10.5.12.

10.6.0. Grounds keeping

10.6.1. Identifies and knows use of tools: shovel, rake, hoe, garden hose, lawnmower, grass edger, etc.

10.6.2. Keeps grounds clean, picks up trash.

10.6.3. Deposits trash in proper receptacle.

10.6.4. Uses shovel in designated area for planting as instructed.

10.6.5. Hoes and plants seeds as instructed.

10.6.6. Waters and cares for plants.

10.6.7. uses lawnmower and grass edger following safety procedures.

10.6.8. Cleans and stores tools.

10.6.9. Is prompt, reliable, polite, neat in appearance.

10.6.10. Demonstrates willingness to take constructive criticism and make change.

10.6.11. Takes pride in work .

10.6.12.

10.6.13.

10.7.0. Shop-wood

10.7.1. Identifies tools and demonstrates use of: hammer, nails, sandpaper, tape measure, T-square, screwdriver, screws, nuts, bolts, pliers, wrench, drill and bits, saws, crosscut, back, coping, and paint brush.

10.7.2. Knows and cuts different sizes of wood (2x4, etc.)

10.7.3. Plans and organizes a simple project.

10.7.4. Constructs a wood project and finishes it to the teacher's satisfaction.

10.7.5. Cleans area, returns tools to proper place.

10.7.6. Becomes familiar with measuring equipment: ruler, protractor, compass, T-square.

10.7.7. Copies geometric shapes onto graph as instructed.

10.7.8. Identifies the geometric shapes.

10.7.9. Performs more complex assignments on graph paper.

10.7.10. Plans a simple building project on graph paper as instructed.

10.7.11. Constructs the project.

10.7.12. Is punctual, reliable, polite, neat in appearance.

10.7.13. Knows and follows all safety rules for tools and shop.

10.7.14. Attends to details.

10.7.15. Dmonstrates willingness to take constructive criticism and make changes.

10.7.16. Takes pride in work.

10.7.17.

10.7.18.

10.8.0. Bagging - Grocery Store

10.8.1. Is polite and friendly to customers.

10.8.2. Is punctual, reliable, neat in appearance.

10.8.3. Bags groceries as instructed: heavier items in bottom; takes special care in packing all breakable and easily damaged items.

10.8.4. Works quickly, independently recognizes and responds to shifts customer loads in check-out lines.

10.8.5. Offers to carry and load items in customer's car.

10.8.6. Sorts and loads shelves as instructed.

10.8.7. Demonstrates proper use of tools, clean-up, loading cart.

10.8.8. Sorts items, stacks shelves as instructed.

10.8.9. Stamps prices on items: changes stamp price.

10.8.10. Demonstrates safe and proper use of equipment, returns tools to proper place.

10.8.11.

10.8.12.

10.9.0. Bussing-Restaurant

10.9.1. Clears tables, washes table tops.

10.9.2. Stacks dirty dishes on cart, takes cart to dishwasher.

10.9.3. Takes clean tableware form kitchen to front storage; works quietly.

10.9.4. Sets tables with silverware and napkins as instructed.

10.9.5. Is punctual, reliable, and neat in appearance.

10.9.6. Is friendly and polite to customers, relays messages.

10.9.7. Demonstrates willingness to take constructive criticism and make changes.

10.9.8. Takes pride in doing the job well.

10.9.9. Independently follows through with additional chores such as: wrapping silverware, trimming candles, etc.

10.9.10. Reads and calls emergency numbers: police, fire station, ambulance.

10.9.11. Attends to details

10.9.12. Takes pride in doing job well.

10.9.13.

10.9.14.

10.10.0. Waitress/Waiter

10.10.1. Same as bussing 1-4.

10.10.2. TAkes and writes orders for a given menu.

10.10.3. Prepares and serves drinks.

10.10.4. Cuts and serves pies and cakes.

10.10.5. Keeps sugar,salt, pepper, etc. containers filled.

10.10.6. Carries and serves prepared dishes as instructed.

10.10.7. Is neat in appearance. takes care of own uniforms.

10.10.8. Keeps work areas clean. Does additional chores as instructed.

10.10.9. Is responsive to needs of customer, is friendly, polite.

10.10.10. Demonstrates ability to deal with difficult customers; refrains from arguments; refers problems to manager or owner.

10.10.11. Finds (or knows) and calls emergency numbers: police, fire station, ambulance, etc.

10.10.12. Writes and adds prices of separate items with tax correctly.

10.10.13. Taxes money, makes correct change.

10.10.14. Demonstrates willingness to take constructive criticism and make changes.

10.10.15. Is punctual and reliable.

10.10.16. Takes pride in doing the job well.

10.10.17.

10.10.18.

10.11.0. Basic Work Habits

10.11.1. Given instruction and a task, the student accomplishes the task (with) without supervision.

10.11.2. Discuss reasons why attention to detail in performing a task is necessary.

10.11.3. Given an assignment that stimulates an on-the-job situation, the student accomplishes the required tasks.

10.11.4. Self-assesses own work performance by reviewing checklist of of required tasks for completion of assingment.

10.11.5. Made aware of an error and how to correct it, the student avoids making the same error, to the satisfaction of the instructor.

10.11.6. Demonstrates willingness to perform assigned tasks.

10.11.7. Seeks to improve performance.

10.11.8. Takes pride in work expresses satisfaction with the work.

10.11.9. Selects appropriate time and place to register dissatisfaction.

10.11.10. Demonstrates willingness to take constructive criticism and make changes.

10.11.11.

10.11.12.

10.12.0. Produces required information for job application forms.

10.12.1. Develops a personal information sheet to use when applying for a job:

a. full naem

b. full names of parents/guardian

c. birthdate, place of birth

d. address with zip code

e. telephone

f. schools attended, location

g. last school attended

h. date of graduation

i. names, addresses and telephone numbers of two teachers who will provide letters of recommendation or verbal references.

j. names, addresses and telephone numbers of three members of the community who will provide letters of recommendation.

10.12.2. Memorizes vital statistics- a. through h. above.

10.12.3. Completes sample job application form (with) without help.

10.12.4. 'Completes sample W-4, insurance, payroll information forms (with) without help.

10.12.5.

10.12.6.

10.13.0. Job interviews

10.13.1. Collects information and writes resume; types it.

10.13.2. Identifies appropriate dress for job interview.

10.13.3. Demonstrates increasing confidence and proficiency in mock job interview with students and instructor:

- answers questions directly and to the point, is honest and straight forward.
- sits straight, keeps eye contact with interviewer.
- listens carefully
- when asked, lists personal attributes in a positive, brief manner
- shows interest in the job by asking appropriate questions: the salary range of the job, insurance benefits, vacation,etc.
- thanks the interviewer for his/her time
- asks when the decision will be made and when it will be appropriate to recontact the prospective employer.
- researches availability of potertial employers and schedules interviews:
  by phone
  by personal contact
  by writing
- completes the scheduled interviews
- writes a brief summary of one interview analyzing own performance:
  Lists both positive and negative feelings.
  states ways in which his/her performance could be improved.
- critiques the interviewer's presentation and attitude
- general impression about the job requirements.

10.14.0. Punctuality, adaptability

10.14.1. Arrives and leaves work punctually.

10.14.2. Shows adaptability to various types of jobs.

10.14.3. Travels to work (with) without supervision.

10.14.4. Locates and reliably performs odd jobs (with) without assistance.

10.14.5. Knows to promptly notify employer in case of absence due to sickness or emergency.

10.14.6. Knows to notify employer in advance for vacation-time, doctor's appointment, etc.

10.14.7.

10.14.8.

10.15.0. Demonstrates vocational safety

10.15.1. Listens to and follows instructions.

10.15.2. Having been instructed in safety procedures (protection of eyes, limbs, body, hair, appropriate clothing) the student repeats or writes these procedures.

10.15.3. Practices correct safety procedures to best of ability

10.15.4. Uses and cares for equipment only as instructed

10.15.5. Identifies warning signs associated with various work stations.

10.15.6. Keeps work area clear and tools in proper location when not in use.

10.15.7. Identifies equipment and parts to be cleaned, sharpened or repaired

10.15.8. When made aware of an error and how to correct it, the student avoids making the same error to the satisfaction of the instructor.

10.15.9. Works independently, but asks for assistance when needed.

10.15.10. Reports and seeks appropriate medical attention for all injuries.

10.15.11. Completes accident form accurately.

10.15.12.

10.15.13.

10.16.0. Demonstrates appropriate behavior and appearance

10.16.1. Given work placement, the student demonstrates orally or in writing an understanding of the rules of conduct established for that particular place of work.

10.16.2. Converses with co-workers, employer and supervisor at appropriate times and regarding appropriate topics in a manner acceptable to them.

10.16.3. Relates satisfactorily with co-workers (talks with, demonstrates dependability, is trustworthy).

10.16.4. Proceeds appropriately even though other employees are not following the rules.

10.16.5. Exhibits adherence to basic body cleanliness (bathes regularly, shampoos hair regularly, washes hands.)

10.16.6. Dresses consistently in an appropriate manner for work.

10.16.7.

10.16.8.

10.17.0. Paycheck

10.17.1. Onsample paycheck stub, the student identifies deductions for following:

Social Security
Federal income tax
State income tax
Workman's compensation
Other common payroll deductions:
- Medical plan
- Retirement
- Dues
- Annuity plan

10.17.2. Describes reasons for the deductions, how the money is used, and what the benefits to the employee are in each case.

10.17.3. Accurately states the current rate of pay.

10.17.4. Keeps accurate record of the hours worked daily including overtime for a specified period of time.

10.17.5. Accurately computes gross salary and overtime for a specified period of time.

10.17.6. Accurately computes net salary for a specified period of time.

10.17.7.

10.17.8.

10.18.0. Unemployment and laws controlling employment

10.18.1. Lists causes of unemployment orally or in written form; lay-offs, long-term illness, mental or physical disability, off-season labor, economic recession, lack of skill, lack of high school credentials, poor references, single parents with dependent children, retirement.

10.18.2. Describes each cause of unemployment to the instructor's satisfaction.

10.18.3. Lists agencies which aid the unemployed: State Department of Economic Security, State Compensation Fund, Social Security Administration, Welfare, local community agencies (Helping Hands, churches, V.F.W.).

10.18.4. Having studied unemployment benefits and consequences, the student demonstrates a general knowledge of and understanding for unemployment and welfare status, personal and economic implications, and reasons for government intervention through social security, taxes.

10.18.5. Demonstrates a knowledge of laws controlling employment by participating in group discussions on:
- minimum wage laws
- child labor laws
- labor organizations
- contracts

10.19.0. Career preparation

10.19.1. Selects a possible vocational goal, uses school resources (library, vocational education, coordinator, counselor) to examine entry-level jobs in that career cluster and basic work skills needed related to three or more jobs in the cluster.

10.19.2. Talks with community member, contacts and visits the local employment office and demonstrates knowledge that recommendations and past personal performance influence job placement.

10.19.3. Demonstrates knowledge of state employment agency as a resource as well as private agencies and newspaper want-ads.

HEALTH

11.0.0 - 11.19.7

11.0. HEALTH

11.1.0. Demonstrates knowledge of the human body

11.1.1. Identifies major parts of the body

11.1.2. Describes the function of major body organs

11.1.3. Identifies the five senses.

11.1.4.

11.1.5.

11.2.0. Demonstrates skills necessary to keep the body clean
(Parent interview to determine mastery of some of these skills)

11.2.1. washes hands

11.2.2. washes face

11.2.3. washes neck and ears

11.2.4. bathes or showers

11.2.5. cleans fingernails

11.2.6. cleans teeth

11.2.7. washes hair

11.2.8.

11.2.9.

11.3.0. Demonstrates good personal hygiene

11.3.1. Washes hands before eating

11.3.2. Washes hands after using the toilet

11.3.3. Brushes teeth after meals

11.3.4. Exhibits good oral hygiene habits (brushing, visits to the dentist, use of mouthwash.)

11.3.5. Grooms hair

11.3.6. Wears clean clothes

11.3.7. Covers mouth and turns face when coughing or sneezing

11.3.8. Blows nose correctly

11.3.9. Uses deodorant

11.3.10. Shaves

11.3.11. Cuts fingernails and toenails.

11.3.12. Uses cosmetics appropriately

11.3.13. Demonstrates a knowledge of how to treat minor skin problems

11.3.14.

11.3.15.

11.4.0. Demonstrates good nutritional habits

11.4.1. Identifies reasons for eating nutritional meals

11.4.2. Chooses balanced meals using the four main food groups.

11.4.3. Eats nutritious meals.

11.4.4.

11.4.5.

11.5.0. Identifies potential danger of certain substances.

11.5.1. Identifies potential dangers of inflammable liquids & materials.

11.5.2. Identifies potential dangers of medicine.

11.5.3. Describes potential dangers of foods (dented cans, refrigeration, storage)

11.5.4. Describes effects of smoking tobacco.

11.5.5. Describes effects of consuming alcoholic beverages.

11.5.6. Describes effects of taking common drugs (asprin, etc.)

11.5.7. Describes effects of abusing drugs.

11.5.8.

11.5.9.

11.6.0. Demonstrates knowledge of caring for medical needs

11.6.1. Identifies common ailments needing only personal attention

11.6.2. Identifies illnesses which need a doctor's attention.

11.6.3. Identifies injuries needing only personal attention.

11.6.4. Identifies injuries which need a doctor's attention.

11.6.5. Identifies doctor by name

11.6.6. Describes how to make a doctor's appointment.

11.6.7. Names hospital nearest home.

11.6.8.

11.6.9.

11.7.0. Demonstrates knowledge of appropriate behavior in emergency situations involving health.

11.7.1. Describes emergency situations

11.7.2. Describes how to contact various emergency services.

11.7.3.

11.7.4.

11.8.0. Practices safety at home

11.8.1. Explains meaning of common danger labels

11.8.2. Identifies safety hazards in using electrical and gas appliances.

11.8.3. Reads directions for using household chemicals

11.8.4. Explains safety codes for fire hazards

11.8.5.

11.8.6.

11.9.0. Practices safety at school

11.9.1. Follows current procedure during fire drill

11.9.2. Follows rules for using school equipment

11.9.3. Obeys traffic safety rules

11.9.4. Obeys bicycle safety rules

11.9.5.

11.9.6.

11.10.0. Practices safety in the community

11.10.1. Recognizes safe and unsafe places to play/recreate.

11.10.2. Recognizes the dangers of accompanying strangers.

11.10.3. Explains the reasons for communicating where-abouts.

11.10.4. Identifies common safety signs in the community.

11.10.5.

11.10.6.

11.11.0. Demonstrates knowledge of traffic safety

11.11.1. Describes meaning of traffic signs and signals

11.11.2. Crosses streets correctly

11.11.3. Describes rules for safe bicycling

11.11.4. Identifies emergency vehicles

11.11.5. Describes correct reaction to emergency vehicle signals

11.11.6.

11.11.7.

11.12.0. Manages motor vehicle

11.12.1. Complete driver education course

11.12.2. Describes proper procedures following an accident

11.12.3.

11.12.4.

11.13.0. Develop body awareness and spatial relationship

11.13.1. Identify body parts on self and others in game activities

11.13.2. Identify body places in activities (front, back, sides,)

11.13.3. Identify body places in relation to objects (touch the wall with back)

11.13.4. Body movement (forward, backward, sideways) in activities on command or with demonstration.

11.13.5. Move in direction in space (up, down, sideways)

11.13.6. Move to point of reference and return to start

11.13.7. Roll body like a log

11.13.8. Roll from one shoulder to other

11.13.9. Roll body in forward somersault

11.13.10. Roll body in backward somersault

11.13.11. Perform static 2 -point balance

11.13.12. Perform static 1-point balance.

11.13.13. Perform dynamic balance.

11.13.14.

11.13.15.

11.14.0. Develop and improve motor and movement skills

11.14.1. Go from lying to standing rapidly and easily

11.14.2. Fall from standing position in relaxed manner

11.14.3. Creep and crawl in cross-pattern

11.14.4. Walk with proper gait

11.14.5. Run with proper transference and balance

11.14.6. Jump horizontally with body in balance

11.14.7. Jump vertically with body in balance

11.14.8. Gallop with body in balance

11.14.9. Slide with body in balance

11.14.10. Hop with body in balance

11.14.11. Skip with body in balance

11.14.12. Leap with body in balance

11.14.13. Pivot and dodge in various directions

11.14.14. Start and stop moving easily and with body in balance

11.14.15.

11.14.16.

11.15.0. Develop and improve object control

11.15.1. DEmonstrate underhand roll, in direction of intended target.

11.15.2. Roll ball and retrive it.

11.15.3. Perform underhand roll to target various distances.

11.15.4. Perform underhand throw to specified target.

11.15.5. Performs overhand throw

11.15.6. Overhand throw to specific target at various distances.

11.15.7. Kick a stationary ball to target

11.15.8. Approach stationary ball and kick it.

11.15.9. Kick a ball rolling slowly toward her/him.

11.15.10. Run up to a rolling ball and kick it

11.15.11. Hold and kick a ball (drop kick)

11.15.12. Bounce ball one time, either hand or both, and catch it.

11.15.13. Bounce ball while moving

11.15.14. Catch ball or object softly thrown

11.15.15. Move to catch all or object

11.15.16. Understand strike ball held by self

11.15.17. Forehand strike ball

11.15.18. Two-hand sidearms strike ball with bat

11.15.19. Jump and can turn long jump rope

11.15.20. Turn and jump rope alone

11.15.21. Roll hoop and run alongside it.

11.15.22.

11.15.23.

11.16.0. Develop skills in use of playground apparatus

11.16.1. Play or move on playground in variety of activities without bumping into other children or objects.

11.16.2. Play with or without toys in sand box.

11.16.3. Use playground apparatus in proper manner with safety

11.16.4. Hang by hands or bar.

11.16.5. Hang by hands and knees on low bar

11.16.6. Travel across the horizontal ladder

11.16.7. Develop rhythm and movement to swing him/herself on swing set.

11.16.8.

11.16.9.

11.17.0. Develops physical fitness

11.17.1. Demonstrates strength through two or more activities (sit-ups, pushups, pull-ups)

11.17.2. Demonstrates endurance through two or more activities (distance running, stair or chair stepping, running in place)

11.17.3. Demonstrates agility through two or more activities (jumping rope, tumbling, skipping)

11.17.4. Demonstrates flexibility through two or more activities (waist bends, knee bends)

11.17.5. Demonstrates speed through two or more activities (relays, timed wind sprints)

11.17.6. Demonstrates balance through two or more activities (balane board, wlaking beam)

11.17.7. Demonstrates coordination through two or more activities (galloping, crab-walk, slide step)

11.17.8.

11.17.9.

11.18.0. Develops skills in physical activities

11.18.1. Demonstrates skills in using the apparatus and equipment through participation in three activities (balance beam, balance board, hoops, jump rope)

11.18.2. Demonstrates ability to perform stunts and tumbling activities through participation in three activities (rolls, stands, springs).

11.18.3. Demonstrates ability to play games through participation in three activities (simple games, group games, lead-up games to sports)

11.18.4. Demonstrates ability in relays through participation in three (leap frog, lane relays, shuttle ball relays).

11.18.5. Demonstrates ability in rhythmic activities through participation in three activities (singing games, rope jumping, dancing)

11.18.6. Demonstrates skills necessary to play sports through participation in at least three sports activities (volleyball, track and field, softball, basketball)

11.18.7.

11.18.8.

11.19.0. Demonstrates a sense of fair play in sports

11.19.1. Takes turns in games

11.19.2. Follows rules of games

11.19.3. Abides by decisions of game officials

11.19.4. Demonstrates acceptable behavior when winning

11.19.5. Demonstrates acceptable behavior when losing.

11.19.6.

11.19.7.

LEISURE TIME ACTIVITIES

12.0.0 - 12.11.7

12.0 LEISURE TIME ACTIVITIES .

12.1.0. Possesses skills and knowledge necessary for outdoor play activities.

12.1.1. Demonstrates knowledge and skills for playing independently

12.1.2. Demonstrates knowledge and skills for playing with others.

12.1.3. Demonstrates knowledge and skills for participation in informal playground games.

12.1.4. Demonstrates knowledge and skills for participating in organized games.

12.1.5.

12.1.6.

12.2.0. Voluntarily participates in outdoor play activities

12.2.1. Plays independently

12.2.2. Plays with other children in an outdoor setting

12.2.3. Participates in informal playground games

12.2.4. Participates in organized games.

12.2.5.

12.2.6.

INDOOR RECREATIONAL ACTIVITIES

12.3.0. Possesses skills and knowledge necessary for indoor play activities

12.3.1. Demonstrates knowledge and skills for playing classroom games (Seven-up, Simon Says)

12.3.2. Demonstrates knowledge and skills for playing card games

12.3.3. Demonstrates knowledge and skills for playing board games.

12.3.4.

12.3.5.

12.4.0. Voluntarily participates in indoor activities

12.4.1. Voluntarily participates in classroom games

12.4.2. Voluntarily participates in card games

12.4.3. Voluntarily plays board games.

12.4.4.

12.4.5.

12.5.0. Voluntarily selects and participates in various indoor leisure activities.

12.5.1. Voluntarily participates in leisure listening activities (radio, record player)

12.5.2.

12.5.3.

ARTS AND CRAFTS

12.6.0. Possesses skills and knowledge used in arts and crafts activities

12.6.1. Demonstrates knowledge and skills for drawing

12.6.2. Demonstrates knowledge and skills in use of crayon techniques

12.6.3. Demonstrates knowledge and skills for painting

12.6.4. Demonstrates knowledge and skills in use of colors

12.6.5. Demonstrates knowledge and skills in use of cutting instruments

12.6.6. Demonstrates knowledge and skills in use of adhesives (paste, glue, tape)

12.6.7. Demonstrates knowledge and skills in use of leather craft teahniques (lacing, tooling, dyeing)

12.6.8. Demonstrates knowledge and skills in use of needlecraft techniques (knitting, hooking, embrodiery)

12.6.9. Demonstrates knowledge and skills in sculpting various materials (clay, wood, soap)

12.6.10. Demonstrates knowledge and skills in lettering techniques (tracing, template, freehand)

12.6.11. Demonstrates knowledge and skills for wood working (measuring, cutting, assembling, tool selection, material selection)

12.6.12. Demonstrates knowledge and skills for plastic craft (cutting, sanding, pouring in molds)

12.6.13.

12.6.14.

12.7.0. Voluntarily participates in arts and crafts activities

12.7.1. Draws voluntarily

12.7.2. Voluntarily makes are projects using various coloring materials

12.7.3. Voluntarily makes leather craft projects

12.7.4. Voluntarily makes needlecraft projects

12.7.5. Voluntarily sculpts or carves in various media

12.7.6. Voluntarily completes craft projects from various materials

12.7.7.

12.7.8.

MUSIC

12.8.0. Possesses skills and knowledge necessary for participation in music

12.8.1. Reproduces a tune by two methods (humming, singing, whistling, instrumentally)

12.8.2. Reproduces rhythms

12.8.3. Given a thythm instrument and music, demonstrates three different types of beats (regular beats, 2/4,3/4,compound beats.)

12.8.4. Demonstrates ability to play three or more rhythm instruments (stick, bells, drum)

12.8.5. Demonstrates knowledge of at least three components of music (symbols, notes, staff, scales)

12.8.6. Demonstrates knowledge of the function of notes

12.8.7. Identifies three or more types of instruments from pictures or models (strings, wind, percussion)

12.8.8. Identifies three or more instruments played in songs.

12.8.9. Demonstrates appreciation for at least on type of music (rock, folk, classical) by listening to radio, TV, tapes, records or attending concerts.

12.8.10. Identifies popular recording artists

12.8.11. Demonstrates skill in dancing to musci.

12.8.12.

12.8.13.

12.9.0. Voluntarily participates in musical activities

12.9.1. Voluntarily plays rhythm games

12.9.2. Voluntarily plays in a rhythm band

12.9.3. Voluntarily sings

12.9.4. Voluntarily plays a musical instrument

12.9.5. Voluntarily listens to popular recording artists

12.9.6. Voluntarily listens to various styles of music

12.9.7.

12.9.8.

PUBLIC RECREATIONAL FACILITIES

12.10.0. Possesses skills and knowledge necessary for using public recreational facilities

12.10.1. Demonstrates knowldege of nearest park

12.10.2. Demonstrates knowledge of nearest movie theater

12.10.3. Demonstrates knowledge of local fairs (school, county, state)

12.10.4. Demonstrates knowledge of local spectator attractions (festivals, parade)

12.10.5. Demonstrates knowledge of local recreational facilities (bowling alley, roller skating)

12.10.6. Demonstrates knowledge of the public library

12.10.7. Demonstrates knowledge of school spectator athletic events.

12.10.8.

12.10.9.

12.11.0. Voluntarily utilizes public recreational facitlites or programs

12.11.1. Voluntarily goes to the park

12.11.2. Voluntarily attends dramatic presentation

12.11.3. Voluntarily attends school social events.

12.11.4. Voluntarily attends local attractions.

12.11.5. Volentarily participates as a spectator at in-school athletic events and community events

12.11.6. Voluntarily uses local recreational facilities

12.11.7. Voluntarily uses public library.

FINE ARTS APPRECIATION

13.0.0 - 13.15.5

FINE ARTS APPRECIATION

Introduction

Appreciation for the fine arts may be understood simply as a sensitivity for refined expressions of communication. By opening the senses and responding to music, drama, poetry, literature, painting, sculpture and dance, we both become active participants in the expressions and processes which were begun by others.

In this wasy, boundaries created by our perspectives of time, culture and social biases, as well as those between countries and people, disappear. When the inner-consciousness is awakened and touched, a gift has been received and acknowledged.

When a child speaks and plays, tone and gestures tell about who he or she is, just as the picture the child produces does also. Often, the child expresses a feeling so electrically through art that true and deep understanding takes place between child and adult.

Thus the earliest expressions contain elements that bridge the space between them and the most refined and inspiring of human expressions.

The child who is encouraged to pursue non-verbal expressions of art, and who is exposed with sensitivity to the varied fine arts expressions, demonstrates three-dimensional growth: depth of understanding; intuitive grasp of spatial concepts; sensitivity to rhythm, form, color, texture, and design; and curiosity and appreciation for all things.

The deeper and more extended the child's appreciation, the richer is his or her experience of both environment and all human endeavor.

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ABSTRACT

The paper reports on a longitudinal study of children 3, 4 and 5 years old to investigate deviation, development, and significant patterns of growth, specifically in reading. The authors posited one general construct--development--and attempted to analyze how the underlying traits related to reading unfolded in each child and how they were related to each other from their early beginnings at age 3. An inventory was developed based on a review of the literature and item analysis conducted. Component factor loadings were then ascertained to indicate the structure of the subtest itself in relation to other subtests. Future steps will include administering the instrument to a new population of young children at the same 6 month intervals. (CL)

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THE DEVELOPMENT AND ANALYSIS OF THE ADAMS INFORMAL INVENTORY

Speech given at the 1985 AERA Annual Meeting

April 3, 1985 Chicago, Illinois

Ruth R. Adams, Ph.D.
Professor Emerita, The City College of New York
1910 Virginia Avenue
Beach Haven, N.J. 08008

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Specific learning disability, and most particularly reading disability, still represents a major problem despite the years of research in these areas and the monies spent. Because of this the focus shifted to early diagnosis and then to early intervention. It was hoped that such diagnosis and intervention could take place in the early childhood pre-school years and thus avoid the academic underachievement of the school years.

Reading is viewed as a process that is developmental, tied to the neurological growth of the child and to thinking, cognitive, language and perceptual processes. Physical, social and emotional growth have also been considered and attempts have been made to measure all these aspects. Because we are dealing with young children, the term "immaturity" is often used: i.e. "perceptual immaturity" or "immature language". The problems have stemmed from the parameters. What are the cut-off points? How much perceptual immaturity in a five year old should lead to his being retained in kindergarten for an additional year? Is immaturity in visual perception more significant than immaturity or difficulties with perceptual-motor skills?

I would like to present to you today one way of looking at the construct "development" and discuss how our theories of that construct help in its measurement. Our objective was to:

1. Review the research and to set forth an inventory of developmental tasks which are age related - i.e. which would be performed with increasing efficiency as the child got older, and with emphasis on those aspects of development which research has shown to be related to later reading success. These tasks fell into the general categories of cognitive, perceptual, perceptual and motor, physical and gross motor, language and memory. Social and emotional factors were also considered. Development was viewed as a single trait and the abilities were used to break down that trait for measurement purposes.

2. The theory behind this review and of the selection of the inventory items is related to the work of Shapiro and his associates (1984). They state that for many years those who studied learning disabilities in children investigated academic underachievement in relation to cognitive potential. They believe that the focus instead should be on "the detection of the deviant neurologic substrata prior to school entrance." Reading achievement is thus deemed to be related to very early developmental phenomena that are continuous. There are discernable developmental anlagen involved. If the anlangen develop abnormally, developmental disorders can be predicted. (Caputo and Palmer, 1980; Caputo, Shapiro and Palmer, 1981.) But how much is abnormal and at which age?

Satz adds further weight to this theory. He found in his research (1975) that "the disorder (reading or learning disorder) is not a unitary syndrome but rather reflects a lag in the maturation of the central nervous system which delays acquisition of those skills which are in the ascendancy at different developmental ages." In a later study (Fletcher and Satz, 1980) the authors go on to predict that "measures of earlier developing skills important for beginning reading (sensorimotor-perceptual) contributed more to the variability in reading achievement when predicting from kindergarten performance to reading achievement in Grades 2 and 5."

Our study, a longitudinal one, deals with children ages 3, 4, and 5 who were studied every six months using the inventory developed by the investigators in order to ascertain:

A. Parameters - How much deviation is significant in each ability at each age? How do the factors or abilities change or differ among themselves as the child grows from 3 to 4 to 5?

B. What are the crucial developmental areas or clusters of areas that distinguish between those children who succeed in reading and those who have difficulties?

C. What are the significant patterns of growth on an intra-child basis as he or she is being evaluated at the stated intervals?

When the data was collected on the first group of children, the measurement aspect was studied. The question was "how to organize the data obtained in order to diagnose meaningfully the response patterns as well as the level relating to the underlying developmental trait. We posited one general construct - development - and we wanted to see how the underlying traits related to reading unfolded in each child and how they were related to each other from their early beginnings at age 3.

From the review of the literature which is massive but most particularly from the work of de Hirsch and Jansky, 1966 (also Jansky and de Hirsch, 1972 which included a bibliography of Readiness Tests and their manuals) fifty-five items had been selected for use in the inventory. The inventory was tried out in nursery schools in New York and New Jersey as well as in out-patient divisions of two New York hospitals in their health and nutrition programs. We followed the children when they entered kindergarten. After data was collected, the first step was item analysis. The ultimate goal, as stated above, was to develop an instrument which would represent development as a single dimension while partitioning out the subscales and subgroups in order to find: parameters, crucial developmental areas or clusters of areas for distinguishing children who succeed in reading from those who do not, and significant patterns of growth on an intra-child basis.

For the item analysis the Rasch model for dichotomously scored items was used. According to O'Brien, "this single parameter latent trait model has demonstrated utility for calibrating useful diagnostic tests, such as the Key Math Inventory."(1) Dr. O'Brien used it himself in developing a word analysis skill inventory. Use of the Rasch measurement procedures enabled us to obtain a sample-free estimate of item difficulty across the age groups in addition to an "analysis of fit" for each item as related to the total list of 55 items. (Wright, 1968, 1977; Wright and Stone, 1979.)

As an outgrowth of these statistical findings, component factor loadings were ascertained which indicate the structure of the subtest itself in relation to other subtests. The items were separated in this fashion into four components of 19, 14, 12 and 10 items respectively. Looking at these clusters or components was the next task in order to check with the research in the literature and with the previous experience of many years of the investigator in working with young children just learning to read and with those who had difficulty with reading during the school years. Several of the items, for example, were close statistically to two different components; in such cases, care was taken to ally statistics with previous research and experience.

The next steps in the development of the instrument will be to administer it to a new population of young children at the same six month intervals. The arrangement of the items in relation to their difficulty will remain constant. We have not discussed the sex differences

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(1) O'Brien Michael L. "Developing a Word Analysis Skill Inventory for diagnosing and Evaluating Reading Problems of Middle School Students". Middle School Research: Selected Studies, 1981. Erb. T.O. ed. pp. 88-99.

of development but this has been studied and as we turn to the new population, we will continue to make sure that the position or difficulty of the items will be constant for boys as against girls.

Further details of the preliminary statistics will be forthcoming in a future publication.

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